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ABSTRACT

This report presents papers, transcripts of speeches and group discussions, and other documents from a June 1982 conference on school and library services to children in the southeastern United States. The major presentations include: (1) a keynote address by Sara W. Hodgkins entitled "Our Children, Our Future"; (2) the transcript of an audiovisual presentation entitled "Proud But Not Satisfied"; (3) papers on cooperative efforts between school and public libraries by Ginny McKee and Jeannine Eaton; (4) copies of standards for accreditation of school libraries and learning resource centers in Kentucky, Mississippi, and Virginia; (5) papers on school and public library budget and personnel considerations for the 1980's by Mary Somerville, Marilyn Miller, and Sarah Long; (6) a review by Ken Donelson of censorship efforts on the part of individuals, organized groups, and librarians, with a list of suggestions for dealing with censorship attempts; and (7) descriptions of exemplary programs of library service to children in the southeast, based on a list of seven criteria. (Author/ESR)

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SCHOOL & LIBRARY SERVICE TO CHILDREN:

CRISIS IN THE SOUTHEAST

Compiled by

Diana Young

Co-Sponsored by

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School & Library Service to Children:

CRISIS IN THE SOUTHEAST

JUNE 4 - 6, 1982
CONTINING EDUCATION CENTER
APPALACHIAN STATE UNIVERSITY
BOONE, NORTH CAROLINA

SOUTHEASTERN LIBRARY ASSOCIATION

School & Children's Librarians' Section

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3

School & Library Service to Children:

CRISIS IN THE SOUTHEAST

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ARE YOU CONCERENED ABOUT LIBRARY SERVICE TO CHILDREN???? OBVIOUSLY YOU ARE, OR YOU WOULDN'T BE HERE ---GIVING OF YOUR TIME, TALENTS AND MONEY---READY TO DISCUSS AND DETERMINE WAYS IN WHICH WE CAN WORK TOGETHER TO SEE THAT THE FUTURE OF LIBRARY WORK WITH CHILDREN, IN WHAT EVER FORMS IT TAKES, WILL OFFER THE MOST POSSIBLE TO AND FOR THE CHILD.

AS THE THEME OF OUR CONFERENCE SUGGESTS, WE ARE AT A POINT OF CRISIS---TRYING HARD NOT TO HANG ONTO THE PAST -- WHILE FEARFUL OF GOING FORWARD INTO A WORLD PACED MORE RAPIDLY THAN THOUGHT, ALLOWING LITTLE TIME TO PAUSE, CONSIDER, OR REFLECT UPON THE DIRECTIONS BEING TAKEN. FOR THE NEXT FEW DAYS, WE WILL PAUSE, REFLECT AND CONSIDER WAYS IN WHICH WE CAN FOCUS OUR COMBINED ENERGIES AND TALENTS ON THE FUTURE OF LIBRARY WORK WITH CHILDREN. WE CAN MAKE A DIFFERENCE! WE CAN WORK SUCESSFULLY TOGETHER TO SHARE KNOWLEDGE, RESOURCES, AND MATERIALS. WE CAN DIRECT OUR COMBINED EFFORTS IN A POSITIVE DIRECTION. TO DO THIS WE MUST EXAMINE WHERE WE ARE IN RELATION TO WHERE WE WANT TO BE. WE WILL EXAMINE COOPERATIVE EFFORTS BETWEEN SCHOOL AND PUBLIC LIBRARIES; LOOK AT STANDARDS IN RELATION TO THEIR EFFECT ON TODAYS AND TOMORROWS CHILDREN--- STRENGTHS AS WELL AS LIMITATIONS; DISSOLVE THE MYTHS OF INSUFFICENT FUNDS; STRETCH OUR MINDS TO ENCOMPASSTRUE INTELLECTUAL FREEDOM; AND, CELEBRATE EXISTING EXEMPLARY PROGRAMS. AS WE DO THESE THINGS WE WILL NEED TO JOT DOWN WAYS OF ACCOMPLISHING OUR GOAL

> THE ASSURANCE OF THE BEST POSSIBLE OF YESTERDAYS TODAYS AND TOMORROWS WORLD FOR THE CHILD'S SEARCHING HUNGER FOR KNOWLEDGE THROUGH ADEQUATE AND EFFECTIVE LIBRARIES FOR CHILDREN AND THEIR ADVOCATES.

BUILT INTO THIS PROGRAM IS TIME FOR YOU TO TALK TO PRESENTORS AND TO EACH OTHER. TO HASH OVER IDEAS AND TO BRING THEM TO THE FLOOR ON SUNDAY IN THE FORM OF RESOLUTIONS. RESOLUTIONS DIRECTED TO PEOPLE, ORGANIZATIONS, INSTITUTIONS, GOVERNORS, LEGISLATORS, AND YES EVEN THE PRESIDENT OF THE UNITED STATES. ALL PROGRAMS EXCEPT THIS OPENING SESSION HAVE TWO PARTS. THE FORMAL PART IS DEVOTED TO REFRESHING OUR UNDERSTANDING ON WHERE WE ARE; THE INFORMAL PART IS DEVOTED TO SMALL GROUP DISCUSSION---IT IS DURING THE SMALL GROUP SESSIONS THAT YOU WILL BE ABLE TO TALK WITH NATIONAL LEADERS, LIBRARY ORGANIZATIONS' PRESIDENTS, PAST & FUTURE PRESIDENTS, BOARD MEMBERS, ETC. WHO WILL CARRY YOUR IDEAS AS A PART OF THEIR THOUGHT PROCESS WHEN THEY MAKE FAR REACHING DECISIONS. WHO ARE THESE LEADERS? THEY ARE YOU. YES YOU. FOR YOU ARE TAKING TIME TO THINK OF THE FUTURE NOW.

YOU HAVE BEEN DIVIDED INTO FIVE GROUPS. THE GROUPS ARE DETERMINED BY THE COLOR OF THE NOTE BOOK THAT YOU RECEIVED AT REGISTRATION. EACH GROUP CONTAINS REPRESENTATIVES FROM SCHOOL AND PUBLIC LIBRARIES, STATE AGENCYPERSONNEL AND FROM UNIVERSITIES. EACH GROUP WILL ELECT ITS OWN FACILITATOR AND RECORDER. CAREFUL NOTES SHOULD BE TAKEN SO THAT THE CONFERENCE PROCEEDINGS WILL ACCURATELY REFLECT YOUR IDEAS AND CONCERNS. THE RECORDER WILL WORK WITH THE SESSIONS' ADVISORY COUNCIL REPRESENTATIVE(S), AND TOGETHER THEY WILL REACH DECISIONS ON WHAT WILL BE PUBLISHED AND MAILED TO YOU AS CONFERENCE PROCEEDINGS. EACH SMALL GROUP WILL ALSO DETERMINE WHAT, IF ANY RESOLUTIONS SHOULD BE SUBMITTED TO THE FLORIDA DELEGATION, CHAIRED BY CAROLYN SUE PETERSON, FOR CONSENUS AT SUNDAY MORNINGS FINAL GATHERING. WE ASK THAT EXCEPT FOR THE SMALL GROUP DISCUSSIONS ON INTELLECTUAL FREEDOM, WHICH YOU SIGNED UP FOR AT REGISTRATION, YOU REMAIN IN THE SAME GROUP THROUGH OUT THE CONFERENCE. BY REMAINING WITH YOUR GROUP YOU WILL QUICKLY WORK OUT ANY DIFFICULTIES AND WILL WORK MORE COHESIVELY, STRENGTHING THE RESOLUTIONS.

WE HAVE NOT COME TOGETHER TO TALK AT EACH OTHER, BUT TO TALK WITH EACH OTHER. FROM EACH ADVISORY COUNCIL REPRESENTATIVE I HAVE HEARD THAT A FRAGMENTED MULTIPLICITY OF PEOPLE WORKING SEPARATELY HAS ALREADY BECOME A COMMUNICATING GROUP OF PEOPLE INTERESTED IN CHILDREN AND IN SELA. WE IN THE SOUTHEAST, DUE TO OUR SMALL NUMBERS AND THE RURAL NATURE OF OUR STATES HAVE NOT REALLY TRIED TO TIE TOGETHER OUR VOICES AS A UNIT EXPRESSING UNITED CONCERN. WE MUST DO SO NOW. WE CAN NOT WAIT. WE MUST REACH ACROSS INSTITUTIONAL LINES TO HELP EACH OTHER AND TO ACCOMPLISH OUR GOAL. AS WE BEGIN NOW TO HEAR EACH OTHER AND TO SHARE OUR MISSION WE CAN BREAK OUR SOLEMENITY WITH GOOD OLE SOUTHERN STORYTELLING AND TALES OF HOW WE DONE GOOD.

Introduction

Sara W. Hodgkins, Secretary
N. C. Department of Cultural Resources

It is my privilege to introduce to you today our keynote speaker, Secretary Sara W. Hodgkins of the North Carolina Department of Cultural Resources.

Secretary Hodgkins is on familiar ground today. She grew up as Sara Wilson near here, in Granite Falls, and she earned her undergraduate degree in music education from Appalachian State University.

She worked for several years as a music specialist in the public schools of Moore County. She lives there today, as the wife of banker Norris L. Hodgkins Jr. of Southern Pines. They have three daughters -- Caroline, executive director of the Sandhills Arts Council; Celeste, who graduates this month from Pinecrest High School; and Grace, still a student.

Long active in volunteer work, Secretary Hodgkins served from 1971 to 1973 as vice-chairman of the North Carolina Arts Council and 1972 to 1974 as president of the North Carolina Symphony Society. She also has a distinguished political record. In 1975, she became the first woman elected to the Town Council of Southern Pines.

She resigned that post in 1977, when Governor Jim Hunt asked her to serve as Secretary of the Department of Cultural Resources. He reappointed her in 1981, and she now serves as one of three women in the cabinet.

As Secretary, Mrs. Hodgkins is responsible for more than 400 full-time employees and an annual budget of about $20 million. The Department contains three main divisions: Archives and History; the Arts Council; and, of course, the State Library.

The Department also includes the North Carolina Museum of Art and the North Carolina Symphony.

Mrs. Hodgkins' administration has been a time of growth and progress in all cultural programs, and libraries are no exception. She has paid particular attention

(over)

Keynote Speech

Sara W. Hodgkins, Secretary
N. C. Department of Cultural Resources

Thank you very much. I am delighted to have the privilege of being with you this afternoon. I confess that I take at least a little bit of selfish pleasure in having the chance to come back to the campus which holds so many memories. My years at Appalachian were special ones, and they prepared me well for the tasks which life has brought me.

But I am also delighted to be with a group of people sharing a professional commitment to the most important issue of our time -- the well-being of our children. You spend your careers improving the lives of children through the rich world of knowledge, and that makes you special citizens in a special cause.

In preparing my remarks for today, I came across a quotation which sums up a great deal of what I feel about our children. It's from Ray Lyman Wilbur, and it goes like this: "The potential possibilities of any child are the most intriguing and stimulating in all creation."

How true that statement is. And yet, how heavy a responsibility it places on each of us. We are people who struggle with budgets; design policies; make all sorts of decisions about children's programs. We must always keep in mind our goal -- to reach those "potential possibilities" for every child. We must achieve that goal -- to recognizing the tasks which challenge us today and by keeping the promises we make for a bright future.

The tasks are not simple ones. The promises must not be made glibly. The theme of your conference reminds us all that now is a time for careful thought -- and strong action. "Crisis in the Southeast" -- that's a loaded phrase. I think perhaps it can also be a frightening one, if we interpret "crisis" as a threat or as potential disaster.

But I don't think that North Carolina and the Southeast are in that kind of crisis right now. I think there's another definition that says more, and I ask you to consider it with me a moment.

My dictionary says a crisis may be defined as a decisive moment; a crucial turning point. And yes, I believe that children's library programs in our area are facing such a turning point. They are poised between today and tomorrow. What we do with them right now will affect them for years to come.

Why have we reached such a critical point? I think partly because <u>you</u> have been successful. You have poured talents and energy into making public and school

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struggling with state and local cuts. But all of us still have the responsibility to get our jobs done -- and to serve the children who need us.

One thing you can do is -- look elsewhere for money to fill the gaps. The arts have called on the private sector almost as long as they have existed -- libraries and schools can, too. I won't go into details, because I notice your program today includes an in-depth discussion of private sources. They are useful; they are important; and I hope they are available to you!

Another thing we must do is understand that whether we have cutbacks or surpluses, we must always use money wisely. I know I'm talking to an experienced bunch of dollar-stretchers, but I think some things bear repeating.

Look for little ways to save. Some of them might surprise you. Our State Library's film service has saved thousands of dollars in postage just by changing to lighter packages. Look for big ways to work together. If you're in a school, are you working with your public libraries? If you're in a library, are you checking with schools to make sure you can help out with materials? I know coordination always sounds easier than it is, but I also know that we have no excuse for not attempting it. If there's one word that's poison to budget committees, it's "duplication," and I think we should see that they have few chances to encounter it.

Again, I turn to the State Library of North Carolina for an example of a worthwhile approach. The staff is in the midst of a statewide study of library networking. The investment is substantial, but I expect the payoff to be enormous.

Yes, there's a place and a time for creative penny-pinching. However, the process has a couple of inherent dangers I hope you can avoid. Don't use budget cuts as excuses to sit on resources. I know all the temptation of bureaucratic budgeting, because I have to do it myself. But we must make sure the most funds are used for the most good. It is not the time to be miserly and mean!

And don't let the practice of penny-pinching convince you that all cutbacks are inevitable -- or justified. Some of the suggestions we've had lately are just plain ridiculous. I'm not afraid to say so -- and you shouldn't be, either. Zero funding for Library Services and Construction Act programs? That's ridiculous! Tremendous cuts in basic education? That's ridiculous, and the thunder from people -- from voters -- who think so is letting the people in Washington know.

In North Carolina, we have been fortunate in having strong support from Governor Hunt and from the General Assembly for our libraries and for our young people. I say fortunate -- in fact, we owe much of that good luck to the caring people who are willing to speak up. Each of them has a vote. Each of you has a vote. When you see an injustice, speak up, or the penny-pinching might become permanent!

Frankly, I don't believe that the ups and downs of fiscal policy are going to take our library system apart. I think too many good people know too much about the

(over)

mises come easily . . . the promise of strong minds and adventurous spirits in our young people; the promise of a responsible citizenry, reared on the knowledge that good books and good times go together; the promise of a sound education bolstered by the services of excellent libraries.

Each of us has a role to play, in keeping these promises to our children and to ourselves. But -- don't you think there's a joy in accepting the responsibility? Don't you share with me the thrill I remember from my teaching days of looking into a small face and knowing that you can make a difference, that the mind behind the face is depending upon you for guidance?

Think of your power, my friends. Think of your responsibility. Think of the difference you can make -- and are already making, as you go about your jobs, day to day.

Think about the wisdom of a familiar passage from a familiar book the next time you tear your hair over a budget snarlup or wonder whether the storytelling is worth the trouble this year.

It's the passage that says, "Train up a child in the way he should go, and when he is old, he will not depart from it."

I envy each of you for your part in setting our children along the paths to growth and freedom; I pledge to work with you to ensure that you are able to do what needs to be done.

Thank you very much.

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Narrator:

(4) Kids. They're our most precious resource for the future (5) and we'll never run out of them. Oh, you may have seen some (6) demographic data that shows the American population is aging - that's true (7) - and that the child population is shrinking. In North Carolina that's false. (8) Today 32% of our population is under the age of 20; that's 1.9 million North Carolinians. And that number will hold almost steady for the rest of the century - topping the 2 million mark by the year 2000. (9) And right now pre-schoolers are the fastest growing segment of the child population.

Governor Hunt:

(10) How do children in North Carolina compare with children in the rest of the country? Children in this state are doing well in many ways. (11) More children live within walking distance of a relative here than children in the rest of the United States and nothing could be (12) more important to sound growth and development than close, loving and supportive families.

(13) Children's health today has improved dramatically. Reported cases of various childhood diseases are low and no longer pose the threat they once did. (14) Much of this improvement is due to the fact that children in North Carolina have better than average immunization

rates.

(15) Children in this state have also made dramatic progress in mastering the basic skills of reading, writing and math. For (16) example, on the standardized achievement test, children in North Carolina, now for the first time in our history, score on a par with children across the country.

(17) All North Carolinians should be proud of how far we have come in providing opportunities for our children - proud, but not satisfied.

(18) Too many children are still raised in poverty. (19) Too many babies born in North Carolina still don't live to celebrate their first birthday. (20) Too many children still drop out of school and don't get the kind of education and skills they need to be qualified for a good job.

(21) The compelling needs of children call for strong responses. All of us: government, business, churches, civic groups, and parents, have a stake in helping children. You'll now see some of the exciting and creative things that the private sector has initiated on behalf of children. This presentation is a first step at identifying, documenting, and praising programs already at work in North Carolina. (22)

Narrator:

The programs you will see in the presentation represent a variety of approaches - such as self help, the use of volunteers, mutual support and tax incentives. What they share is a commitment by churches, civic groups and businesses (23) to use their resources, expertise and personpower in collaboration with public agencies to broaden the opportunities of North Carolina's children. (24)

Health, education, and family income are measures of opportunity

and they are intertwined.

(25) A child with poor health and a poor education is too often destined for a future in poverty. (26) Conversely, we know that families with adequate incomes have healthier children who do better in school and in turn earn higher incomes as adults. (27) Statistically, family income is the best predictor of health and education, so let's begin there. It has been a decade of great progress. (28) Since 1970 the percentage of children in families living below the poverty level has been reduced by 5% - the equivelent of 87,000 children who will not live in poverty this year.

Still over 320,000 children live in families that are below the poverty level, (29) nearly half of them live in families that are despairetely poor - below 25% of the poverty level.

(30) A good job is the best solution to a low income. Vocational education programs (31) across North Carolina are working in cooperation with business and industry preparing students to enter the job market. (32) For example, the Textile Education program in Rutherford county enjoyed a successful partnership with local industry for more than a decade. In Wake county (33) the recent growth of the electronics industry has meant both new job opportunities and new challenges for vocational educators. (34)

Herndon/Wake County Voc Ed Supervisor:

We want our vocational students in Wake County to be prepared for the kinds of jobs that are available in this area and those jobs certainly are in (35) the microelectronics industry rather than radio and TV (36) servicing. We have been able to change our programs to reflect the trend to microelectronics through the cooperation of a number of industries in the area. (37)

Eberly/Telex Executive:

One of our employees found that the schools were teaching electronics which by our standards was old fashion. What he did then was to collaborate with (38) the vocational instructors to design a course. He also arranged to have two eight week courses here (39) at our plant to teach the instructors on some of the newer technologies that we're now using in the design and the manufacture of our products (40).

Narrator:

Several electronics companies have also employed the electronics and drafting teachers during the summer so they come back to school each fall able to (41) offer students the most up-to-date techniques used in industry.

The new electronics curriculum is preparing these teenagers to take full advantage of the available employment opportunities (42). But what about children in low income families whose parents are well beyond school age? The WIN (43), or Work Incentive program, is designed to encourage businesses to hire women who are receiving welfare.

A Raleigh Insurance company worked with (44) the Employment Security Commission to fill entry level jobs through WIN. That meant Hope Moore got some good news from her WIN (45) counselor.

Moore/Worker:

One day she called me and told me she had "A real good job" lined up for me and I came out for the interview and I've been here (46), it'll be three years in March. Without it I'd probably still be at home.

Narrator:

Hope Moore's employers got (47) more than just a good microfilm camera operator. The Employment Security Commission screened their applicants, paid for part of their on-the-job training (48). And the company got a tax credit equal to 50% of the wages paid for the

first year and 25% for the 2nd year, for every employee hired through WIN.

For most North Carolina families job skills or even getting a job is not the problem they face. It's childcare. Since 1940 the number of working mothers in the United States has increased 10 times and we have certainly kept pace. In North Carolina almost two-thirds of all mothers with children under six work outside the home and more than three-fourths of those with children ages 6 to 17 are in the labor force. Today women work not only because they want to but also to make the ends of the family budget meet.

For many families high quality day care is an economic necessity. But finding the right child care program is often a problem.

The Durham Day Care Council's Totline is one way to help families find the child care services they need. The Totline, which is supported by the United Way and public funds, keeps an up-to-date map directory of day care centers, nursery schools and individuals who keep 2 to 5 children in their homes.

When parents call, Totline helps them find a child care program that is located in their part of town, open when they need it, and serving children the age of their pre-schoolers.

Another type of child care service is provided PCA International. Their child development center is located right at the site of the company headquarters in Mathews, near Charlotte.

Narron/PCA Child Development Dir.:

We've had a child development center here at PCA since 1972. At the present time we have approximately 160 children a day on 2 shifts. We open at 7:45 in the morning and close at 12:30a.m. of the next day. The children come to PCA at the same time the mother returns from maternity leave and the children can stay at PCA

through our kindergarten program.

Narrator:

PCA estimates their cost at about $60 per week per child. The parents pay about $33 and the company subsidizes the rest. PCA thinks that money is an excellent investment

Narron:

Our workforce is approximately 80% women and women, of course, are the mothers of pre-school children. The child care center makes it easier to recruit and much easier to keep them. I think too, that absenteeism due to childcare related problems has been reduced because we are here and we're open; this is on the work site, they park, bring the child in and go on to the work site. They have the peace of mind of knowing the child is being well taken care of during the day. Productivity has to be helped when you have a satisfied employee who isn't worrying about what is happening to their preschool age child.

Narrator:

There are other models which businesses across the country have used to offer day care to the children of their employees. Some have joined with other businesses to cooperatively operate a center like PCA's. Others help subsidize their employee's use of child care programs in the community. Still others have sensitive personnel policies like flextime, leave to care for a sick child, or job sharing which allow employees to be both efficient workers and good parents.

Another brand new North Carolinian. Improvements in nutrition, housing, and medical care have made North Carolina a much healthier state. We have made real progress in reducing infant mortality. In the last decade the number of infant deaths per 1000 live births has dropped from about 24 to just over 14.

But being born in North Carolina can still be hazardous to your

health. In 1978 a higher rate of North Carolina infants died in their first year of life than in all but 5 other states. And the rate of black infant mortality is nearly double that for white infants.

A four county pilot program of the General Baptist State Convention is using the community's resources to help reduce infant mortality and other significant health problems in the Black community.

Young/Health Coordinator:

The health and human services project focuses on attacking hypertension, diabetes and maternal and child health difficulties because the prevelance rates for those three are very high in Black people, also because people can do something about these diseases themselves in terms of prevention and thats one of our main thrusts- prevention.

Narrator:

Volunteers from 400 Baptist churches are the backbone with the project. They were chosen because they are people that others naturally go to for help; they are lay advice givers. These natural leaders met with local health professionals for 10 weekly training sessions on health issues as well as listening and referral skills, and information about health resources in their communities where people can go for help.

The first class of 105 self help volunteers "graduated" last May. Theresa Payton is one of those graduates. She has lots of opportunities to talk about health problems with friends and neighbors who seek her out at the flowershop where she works.

Payton/Health Volunteer:

We found out that in Granville county, which is our county, that there are a lot of black babies especially and babies of teenagers that are born underweight and these babies have a hard time making it and

and many of them die. So we feel like if we can reach these people, the pregnant woman and especially the teenage pregnant woman and get them started off on a proper diet, proper type of medication if they need it - they'll have healthier babies and these babies will have a better chance at life.

Narrator:

Young North Carolinians face another serious health problem - accidents. They are the leading cause of death among children and youth and nearly half of them involve motor vehicles. The rate of death of our children in automobile accidents is 31% higher than the national average. And for every fatality there are about 13 serious injuries

Bowden/Auto Safety Chairperson

The problem is that the parents are not aware of how important child restraints are. They're very willing to have their child immunized and to feed them three square meals a day but a child is far more likely to die or be injured from an automobile accident. So we have undertaken the task of educating, the public and helping them out by providing seats at very low cost - just $1 - so that they can use the infant seats.

Narrator:

A child outgrows the infant seat in six to nine months so a permanent display at the Burlington Municipal Building helps parents select which toddler seat to purchase - one that will fit their car, their needs, and their child's preference

Bowden:

The response to this program has just been tremendous from everybody in the community. We called area businesses and especially insurance agents in the area. In a matter of two days we received

donations for 30 car seats which were matched through the Governor's Highway Safety Program. And we now have a total of 120 that are currently all on loan in the community.

Narrator:

Education opens the doors to opportunity. And North Carolina's commitment to education has begun to pay off. The scores of our school children on standardized reading and math achievement tests have shown dramatic improvement. But these are aggregate scores; many individual children still have problems mastering the basics of math and reading. Through volunteers and programs like Adopt-A-School, the schools have been able to call on the resources in their community to help individual students with their particular needs.

Strickland/Carolina Telephone Exec:

Originally we were asked by the Board of Education if we would like to participate in the Adopt-A-School prgram and the thinking of everybody involved from the president right on down to the local folks, was: yes, our employees need to be involved in the communities that they live in. Last year we had 12 employees who spent 1 hour a week of company paid-for time at Thompson Elementary School. We sort of feel like our employees came back with a sense of well being and a sense of accomplishing something at the school and probably made that hour up in better production anyway. It was good for them.

Dean/Principal:

Our teachers are spread so thin; they have 26 to 30 students in a classroom and a lot of times an individual child will get no more than 5 to 6 minutes of individual time from a teacher. Here a lady will come in and spend 60 minutes with one child and that is really desparately needed. Not only does it help with the child, it helps for the total faculty. We sometimes get down and depressed because

we think no one's really interested in education, but we found out last year that people are interested in our school - even businesses like Carolina Telephone sending paid employees over here to help us. This is the best thing since bubble gum.

Narrator:

Thompson Elementary School is not unique. Across North Carolina the resources of businesses, churches, parent, professional and civic groups are being used in a variety of programs to make the schools more effective in teaching our children.

In Forsyth county teachers staff the Homework Hotline at the county library to make individual help available to students in the evenings. The Hotline is funded by seed grants from ten companies in Winston-Salem.

Burlington Industries has developed a reading enrichment program for the elementary school children of its employees. The program provides remedial tutoring for the slow reader and enrichment for the advanced reader.

Every student at L.B. Yancey Elementary School in Vance county was offered a free meal by Hardee's as an incentive for reading 50 books. Hardees has given away a lot of burgers and fries.

But an excellent school program is of no value to a student who is not in school. Our statistics on dropouts are disturbingly high. Last year an estimated 28,000 children dropped out of school. Approximately one-third of today's nineth grade class will have dropped out by the time their class graduates.

In Duplin county the Three Tier Vocational Education Project takes high schoolers who are potential dropouts - those who are from very poor families or who are handicapped - and not only keeps them in school, it helps them acquire the skills to find, get and hold a job.

The heart of the project is the individual counseling it gives to each student. (119)

Carter/Three Tier Director:

If the classrooms are empty there is no way we can meet the educational need of young people. We do whatever is required to meet the needs of the young person. (120) It may mean working with the parents, with the employing community, or it may be working with other agencies. (121) Anything that is necessary to help that young person be a successful human being, the counselor gets involved in accomplishing it.

Narrator:

(122) The Three Tier project uses the resources of the schools, the James Sprunt Technical College and 23 area businesses in its vocational curriculum. But the counselors (123) stress other job seeking skills - like filling out a job application, having the proper work attitude and regular and prompt attendance.

(124) Does the Three Tier Project work? The figures on school attendance, grades, and dropouts indicate that it does. And so do the comments of some of the employers who work with the program. (125)

Yates/Guilford East Exec:

Quite often I have found myself in the past complaining about the quality of job applicants, the unusual number of high school dropouts. I find it very difficult to complain about the quality of job applicants I see now. (126)

Gaurley/Georgia Pacific Exec:

Attitude probably is the thing because thats the main thing we've seen change, because it's gone from, "I'm here hire me if you want to" to "I'm here and I'm ready to go to work and learn to do something." (127)

Narrator:

Another program is helping to prevent high school students from dropping out of school in order to supplement their family's income. Last year (128) cooperative education programs allowed 29,000 North Carolina high school juniors and seniors to earn more than (129) ~~$56~~ million working in business and industry while completing their high school education.

(130) This generation of North Carolinians is healthier, better educated, and has the promise of a brighter future than any generation in our history. (131) We can be proud, but we won't be satisfied until that promise can come true for all our children. Government can't do it alone. (132) We need the continued cooperation of families, churches, civic groups, and the business (133) community. We are making an investment in the future of our children (134) ~~and~~ that's an investment in the future of North Carolina.

MUSIC After 4 seconds of music

CREDITS

(135) hold 6 sec.
(136) hold 6 sec
(137) hold 6 sec
(138) hold 7 sec
(139) hold 7 sec
(140) hold till music fades out

SCHOOL AND PUBLIC LIBRARIES: COOPERATIVE EFFORTS

Good afternoon. Before I begin, let me re-introduce myself. I am Ginny McKee, the Children's and Young Adult Consultant for the Alabama Public Library Service, the state library agency. Our other presentor is Jeannine Eaton from the Provine High School in Jackson, Mississippi.

I want to begin with a quote from an article by Peggy Sullivan.

> In a time when we are more keenly aware than ever of the need for libraries to work cooperatively as parts of systems, networks, or as units cooperating with other social and educational agencies, the need for cooperation to provide better service to young people is clearly recognized. What is not clearly recognized are the varieties of cooperation that are possible, the numbers and kinds of libraries that need to adjust to provide that cooperation, and the need to recognized the fact that many aspects of cooperation may affect service to youth even if they are not designed for that particular purpose. Library cooperation is an easy answer to problems, rather like the comment that communication can solve everything, but much thought and much planning are required if cooperation is to be effective as a part of service. (Sullivan, Peggy A., "Library Cooperation to Service Youth": p. 113 - LIBRARIES AND YOUNG ADULTS: MEDIA SERVICES, AND LIBRARIANSHIP. edited by JoAnn V. Rogers, c. 1979. Libraries unlimited, Inc.)

Cooperation is not something that begins with the other person. If you are going to wait for someone to call, you are going to have a long wait. Cooperation will begin when you make the first effort. Remember that this will not come easily. Your first efforts may not be successful. You must not be discouraged. Cooperation takes effort, time and enthusiasm.

Keep in mind that the public librarian has more free time in the morning and early afternoon, but the school librarian has time to work after 3:00 p.m. when the children leave school. If the public librarian asked to meet at the school at 4:00 p.m., she will hesitate to leave and room that is wall-to-wall children. Be flexible. Each one needs to try to make free time at the convience of the other. Also consider meeting for dinner or for an hour or so on a Saturday morning. Cooperation takes time and effort, but the results are rewarding.

Are you cooperating on a program? Keep the following points in mind:

Set up goals for your program and determine your objectives.
Prepare a step-by-step plan and have a timetable.
Be certain that you make arrangements for the people, materials, equipment, location, and time.
Be flexible, your timetable may need to be adjusted.

An important factor is to clear your ideas with your staff. They need to know that you are planning and you will need their support. Have an alternate plan for when your speaker fails to arrive.

If your efforts fail, step back and look at what you did. Remember what you did that was successful. Did you contact the wrong person, thinking they were proper person? Was something not done in the planning stages? Did your program conflict with another event? Don't get discouraged, look at what went right, build on the errors and begin again.

Now Jeannine will talk to you about the advantages.

It is now time to examine the hindrances to cooperation. The biggest problem is the sense of territory. These are my materials and I can't have anyone else using them. I know public libraries who have asked to use some of the school library books during the summer for a summer reading program, only to be told that the school's collection supports the cirriculum and cannot be loaned. Now, I am not asking to have the entire collection taken from the school library, just a selection that can support the summer reading program. Several public libraries have worked cooperatively with the schools. In the summer, the public library goes to the school, staffs the school library and does programs for the children. The public library brings a selection of best sellers for the adults.

Another factor is time. If a school librarians would step into the public library at 4:00 p.m., they would realize why a children's librarian are not free for an after school meeting. Conversely, the school library has a very busy schedule during the morning and afternoon hours. However, we cannot hide behind these convenient excuses. Ask for time off during your busy time -- share this task to work cooperatively. Try meeting at a time when both are giving up some free time and I realize that most of us have little free time.

Administrators provide another blockade. They sit behind a curtain of "rules and regulations". They will know that if the school librarian comes to the public library to do a program, the library's insurance won't cover Miss Jones when she falls. Or they will cite chapter and verse of a regulation that unequivocally states that the library's equipment must be used by a staff member. If you ask for time to go to a meeting, the administration can give fifteen reasons why that is not possible. What must one do? Communicate with these power figures so they recognize our needs and work with them to overcome some of the problems.

Distance is a block to cooperation. If it will take a librarian 35 minutes to drive to her counterpart's office, then she will be reluctant to "drop everything" for a "quick meeting". Travel time takes away from work time, time we could be materials and children. It is easy to say, "but it is so far out of my way" and not to make any effort

I feel that bussing is a hindrance to cooperative efforts. Even with the public library across the street, a child who must catch the school bus may not be able to use the resources available. Most children, given even 30 minutes between their last class and the bus, will not be able to get across the street, locate the necessary materials and back to the bus. From experience, I know too many children who will find 101 distractions on their way across the street. Urban or rural, the bus must be met. Even if the public librarian has gathers her materials on a school topic, that rigid bus schedule may impede the best intentions.

Let us assume that we have made some cooperative arrangements. We will loan classroom collections or honor interlibrary loan requests. How are the materials getting from points A to point B? A delivery van is one idea, but who funds the van? If you are using the U.S. Mail service, we can all give examples of problems. Book bags that arrive --- just the book bag. So cooperative efforts can fail for lack of a delivery system that works with minimum effort and cost.

Money. Almost without fail we get to the problem of money. Who pays for services and who controls the funds.

With these ideas in mind, we want to ask you to break into small groups for discussion. Cooperation is the topic that is re-invented every year, but the topic where little concrete action occurs. In your group, consider ways you can go back and cooperative -- small, inexpensive ways to work with others. Look at the blocks we throw in the way of cooperation and see if there are ways to make those artifical barriers collapse.

GMcK/vfe

SCHOOL AND PUBLIC LIBRARY COOPERATION: The small group discussions.

After being asked to examine ways to cooperate with their counterparts and to consider the roadblocks to cooperations, the participants broke into small group sessions. Reports from the various groups indicate that the sessions resulted in a free flow of ideas, problems and possible solutions. The need for school and public library cooperation is an idea that has been discussed from the earliest days of library work. Yet, it would appear that it has been discussed, not implemented. Too often the parties involved have talked about ways in which to cooperate, but if one examined the situation months later, the ideas discussed remain ideas.

The charge to the small groups was to consider small ways in which they could take a first step, ruling out projects requiring massive funds for implementation that would be too involved. They were to start with a small idea--one that would not cost any money and that would have a good chance of surviving. Larger, more complex cooperative ventures would follow if the demand were created.

In all the groups, one theme was central to the discussions and that was communication. Librarians in the public library need to communicate with the school librarians and the school librarian with the public librarian. There needs to be interagency communication that is clear and is well received. Newsletters, teas, telephone calls, staff meetings and lunches were all raised as vehicles to communication. School librarians expressed the need for teachers to learn about libraries and their resources while enrolled in teacher education programs. Too often, as the other issues were discussed, the lack of adequate communication was brought into the discussion as the reason something did not work properly. Telling others and telling the proper individual were stressed over and over again.

One suggestion that came up in several of the discussions was a meeting before the start of school to discuss plans that would affect both the school and the public library. The children's librarian should also try to meet with the teachers to present to them the services offered by the public library and to ask for their cooperation in the establishment of mass assignments. Both the school and children's librarian noted that they are often the last person to become aware of the assignment and perhaps by working together in talking with the teachers, the problem can be lessened.

The topic of visits to the library was examined in several of the small groups. The school librarian could work with the teachers in scheduling class visits to the public library. She could also present programs for the parents in cooperation with the children's librarian. The public librarian is a resource for book talks, storytelling and puppet programs either in the school or during class visits to the public library.

A second theme that came forth was that of attitude and personal relationships. One person with an attitude of "I don't think that will work" or "we have never done that before" or "The regulations won't permit that" can be a blocade to cooperation. All individuals must want to make the system work and work efficiently and effectively. Some said that cooperation works when the parties are friends. For example, one participant remarked that she had had excellent cooperation with the local public library for a number of years. She and the children's librarian were close personal friends. When the children's librarian left the public library and a new children's librarian was hired, the cooperative efforts seemed to disappear for the school librarian is not a personal friend of the new librarian. While no one insisted that librarians

must be friends in order to cooperate, the discussion did indicate that it is helpful and that personal contact is extremely important.

Attitude within an agency is equally important. The librarian wishing to cooperate with another agency has a difficult task if the administration sees no reason to cooperate. Again, effective communication of the needs and the benefits can ease the situation. When the willingness to cooperate was established, a contract spelling out the terms and responsibilities was viewed as a way to ease the pressure on the administrators hesitant to loan materials for which they are held accountable.

In addition to loaning materials, the groups explored other avenues of cooperation. These included sharing booklists, bookmarks, storytelling and puppetry expertise, professional materials and information about programs and resources. The school librarians indicate that frequently the schools are willing to loan a collection of books to support the summer reading. When the talk turned to the return of materials, one school librarian discussed their backman, a take-off on the popular video game. Backman boxes are available to the school and public library. Backman isn't interested in names or fines, he simply takes in books and sees that they are returned to the proper agency.

Barriers to cooperation do exist and must be dealth with before truly cooperative efforts can begin. But with some effort and a persistent approach, libraries can cooperate to more effectively serve our patrons.

SCHOOL AND PUBLIC LIBRARIES: COOPERATIVE EFFORTS

Jeannine Eaton, Co-chairperson
Provine High School
Jackson, Mississippi

June 4, 1982 - Appalachian State University, Boone, North Carolina

It is timely and appropriate that this conference be called "Crisis in the Southeast", for at this time it certainly seems as if libraries in Mississippi are at a crisis point. Probably libraries in the other Southeastern states are experiencing the same crisis situations.

State agencies in Mississippi were given small raises to begin fiscal '82-83. However, in October, 1982, the agency funds were cut in half. Some services had to be cut; almost all travel for state personnel was eliminated. For the fiscal year 1983-1984, some of the funds will be restored, but the agencies will be working with reduced number of employees.

On the state level the Educational Media Services office in the Instruction Division of the State Department of Education has reduced its staff from three professionals to one. And on the local level the block grant funding is not going to the libraries; we were informed last Tuesday that we did not need to turn in our orders as our school system was using the Chapter I money in another area.

But perhaps the area of greatest concern to Mississippi librarians is that one large and respected school system has reduced its force by eliminating the positions of its elementary librarians. The system is retaining the services of its elementary library supervisor and will operate the elementary libraries with aides. When questioned about accreditation, the school board members responded that they would be willing to risk the loss of accreditation for one year in order to get the school on a better financial basis. It is expected that the school will be placed on probation by the Southern Association of Schools and Colleges.

However, not all news from Mississippi is bad. The Mississippi Legislature funded an additional seven positions for Mississippi libraries under the Personnel Grants Incentive Program for fiscal year 1983. David Woodburn, Director of the Mississippi Library Commission said, "The funding of these positions is particularly significant in that they were funded in a year when state employees and teachers did not receive a pay raise."

We as librarians have been talking about cooperation between school and public libraries for many, many years. The first workshop on Library Cooperation that I remember attending was in 1969 and was led by your Cora Paul Bomar, who at that time was State Director of Educational Media of North Carolina. So, you see, we have come to where the experts are.

Eileen Losey, in the introduction to a publisher's catalog, says, "We must serve the "in" educational requirements of the curriculum, the most popular social problems presented via the media, the current interests of our students, and yet, also be able to select the most scholarly and lasting works written about these topics. In other words, we must combine the timely with the timeless."

In days of shrinking budgets, increased expectations of teachers and school librarians through accountability, and increased costs of books, how can we possibly provide the services expected of us if we do not cooperate? School librarians have typically not cooperated in interlibrary loans in the past, but in 1977 the American Association of School Librarians and the National Commission on Libraries and Information Science had a committee on networking and interlibrary cooperation to determine the role of school media centers in interlibrary cooperation and networks. One of the committee's findings was that "user needs frequently ...exceed what each type of library has defined as its basic services..."

Continuing from the report we find "Each type of library exists because a sizable group of users has information needs that can best be served by that library. Responsibility for carrying out this primary mission cannot be relegated to a multipurpose network, nor should the authority for making decisions affecting basic services to primary clientele be lost to any multitype organization....Network planners must be aware of the most crucial needs of the school media programs within the designated geographical area and the contributions they can make to any local, regional, state and national plan." School media personnel should become familiar with networking and with the potential contributions of the school media programs.

Theodore C. Hines in Sutherland and Arbuthnot's book, Children and Books, says that such networking as does exist, exists primarily for adults. When interlibrary loans are considered, interlibrary loans for children just are not considered. It is assumed that the loan is unnecessary and too much work. Usually there is no rule against the loan; the process is just not followed.

The school media center librarians rarely borrow through the other school libraries of their system; even less often do they borrow from public, special, or college and university libraries. Probably most librarians would if it were easier. There is guilt about violating the school policy of leaving students unattended by going to the office to use the telephone. By the way, the school media centers will probably get computers before they will get telephones. And then there is the lack of a delivery system between the schools and the public libraries.

In preparing for this conference, we looked throughout Mississippi for examples of cooperation of school and public libraries and found several. In the area served by the Jackson Metropolital Regional Library System and the Meridian Public Library, the Info Pass is available to patrons to enable them to use the facilities of the other system. The Info Pass is also given to selected students to enable them to use the university libraries. The same plan is available in another region with the Delta Pass whereby patrons of all the public libraries in the Delta and Delta State University have acess to each of the libraries. Cooperative buying is practiced in the Delta area with the public libraries specializing in fiction and general interest books, while the Delta State University library acquires the technical and highly specialized books.

The Coastal Library Cooperative is a multitype library organization of public, school, junior college, university, and special libraries. The librarians meet quarterly as a support group and just to get to know each other better. A salesman pointed out to me that most of the cooperation we do is done because of the friendship of the librarians. In order to share resources, the Cooperative members are compiling union catalogs to know what materials were owned by each library and where the material was located. Although no fees are assessed, the group works on problems common to all.

We found that most public libraries will provide educational assistance to teachers by lending classroom collections for indefinite periods. One school system (Starkville, MS) is lending to the public library the television equipment from the school media centers to be used in the children's reading rooms for the summer. The Starkville public library also makes bibliographies for the teachers.

Many of the public librarians visit the elementary schools in the spring to publicize the summer reading programs of the public library and to register the children as participants. Some of the librarians have even dressed in costumes appropriate to the theme of the summer program. One library tried a Christmas reading program for the high school students.

One high school librarian seeks missing issues of periodicals from the junior high librarians before the magazines are sent to the bindery. In return for their contributions, the junior high librarians are provided with free photocopying when needed.

Another area of cooperation that has been discussed for years is about having a public library and a school library in the same building. While much of the literature being written about this situation is negative, one example in Texas that was highly successful was the Olney Project.

New York State has several cooperative projects underway administered by the Board of Cooperative Educational Services which we will want to observe. In a 1981 report,"Growth in Cooperation," the authors reported on school library system pilot projects in cooperation: "Resource sharing cannot substitute for adequate, appropriate collections within individual buildings. It can, however, expand and diversify the materials accessible to library users of all ages. Through system membership, school libraries can provide students and teachers access to a large part of the total library resources of the state. In this way the student or teacher can through one school library enter the vast world of library resources New York State encompasses. The benefits come to every New York resident, since an educated population is the foundation of a sound economy and of stable, productive communities."

If there is to be cooperation in our own libraries, each of us needs to assume the initiative when we return to our homes.

STORYTELLING CLUB - MARGARET ASHCROFT, UTOY SPRINGS ELEM. SCHOOL, ATLANTA, GA.

This originated from a unit that was taught to the seventh graders. They came to the media center by reading groups and we went over many different techniques of storytelling with them. We discussed ways to share picture books with children and some of the things they could expect.

Each student was responsible for reading one picture book aloud to their reading group and telling one story orally. We also saw a film about storytelling which showed several storytellers in action.

The interest ran so high among the students that a storytelling club was formed in order for them to continue with this. We met together as a group and elected a secretary and President. The president was to be in charge of programming, and the secretary was responsible for attendance at meetings, and scheduling the members with storytelling times in the younger grades. We sent a paper around to find times when primary teachers wanted storytimes. Most of them had a storytime everyday so there were quite a few times each week for scheduling. All the students were to be used as storytellers and they were to be alternated so everyone had a chance and no one person was in the same room all the time.

The programs we've had in our storytelling club have been varied. One meeting we had was primarily organization and discussion of ways we would work. We've had a storyteller from the public library show us different techniques of storytelling, there was a lady from the Center for Puppetry Arts who came and did a workshop for us on puppet manipulating, and some of our own group did a puppet show.

This program has many values for teachers and students alike, that will be readily obvious. One of the best things is the provision it makes for students to read easier books with no stigma attached. It has been really beneficial to the slow readers. Many of them have just blossomed in this program and gained much self-confidence. They really enjoy the stories, too. I can tell them a story that oridnarily they wouldn't listen to for fear of ridicule, but when they are being shown the techniques of telling the story, it takes away this stigma. It has been a most enjoyable project for me because the children were so responsive.

Morrow, Lesley M., Super Tips For Storytelling. Instructo Publications, 1979

"Storytelling: Preparation & Presentation" by Augusta Baker & Ellin Greene. SLJ March, 1978, p 93-96

"How to Tell a Story" by Ruth Sawyer. Reprint from Compton's Encyclopedia.

Bauer, Caroline. Handbook for Storytellers. ALA, 1977.

Mrs. Dorothy W. Blake, Vice-President/President Elect of the American Association of School Librarians, serving as Moderator, introduced the panel members.

Dr. Joseph M. Johnston, Executive Director, Commission of Secondary Schools, Southern Association of Colleges and Schools.

(Notes made during his introductory statements--not direct quotes.)

At the end of the last century there was some feeling that students entering colleges from high schools were not having the proper training. Accreditation of high schools was seen as a need with the understanding that if certain standards were met and quality programs offered the students could do college work. This concept plays a part today, although accreditation has moved on to improvement of standards and programs. In fact accreditation promotes improvement.

The Southern Commission is the only accrediting association that has concerned itself with elementary schools, although other regions are beginning to follow their lead. The Southern Commission is composed of a Commission on Colleges, a Commission on Secondary Schools, and a Commission on Elementary Schools. The Commission on Secondary Schools has a membership from 4,000 secondary schools, including a few middle and junior high schools. The Commission appoints committees. One of these is the Standards and Policies Committee.

The standards for personnel in media services have been in effect for one year. The Commission thinks that some time needs to elapse before beginning to make changes. The same thing is true concerning the standard on circulation.

The Standards and Policies Committee considers the principal to be the executive of the school. In assigning personnel--after meeting minimum standards--it is the responsibility of the principal to determine where other personnel are placed.

Mr. Durrell Ruffin, Executive Director, Commission of Elementary Schools, Southern Association of Colleges and Schools.

(Notes made during his introductory statements--not direct quotes.)

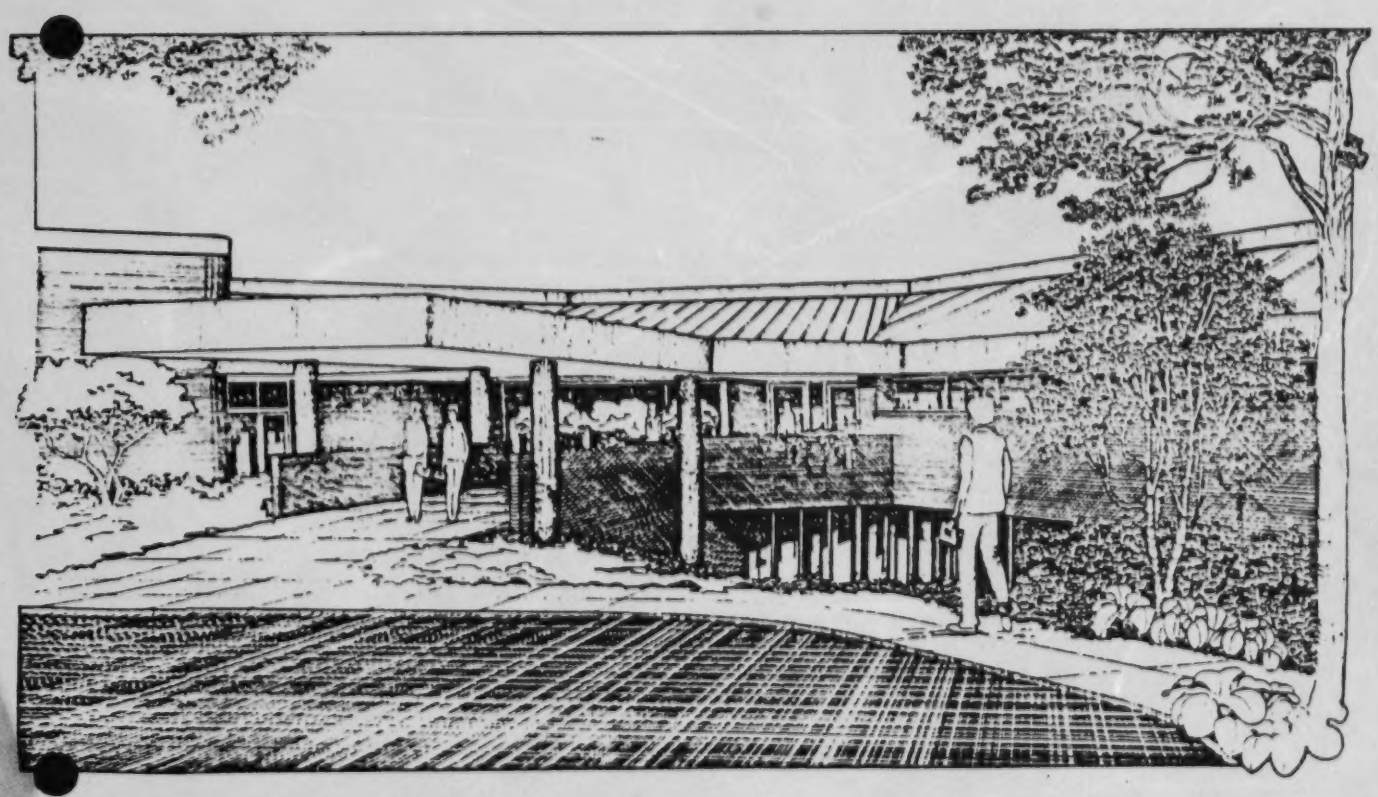
In 1958-59 when standards were developed for elementary schools, the Southeastern Standards Committee helped the Commission of Elementary Schools to write standards. The standards are not voted on by the Commission but by the Delegate Assembly. Each head of an accredited school and each superintendent of an accredited school system are voting members of the Delegate Assembly. Up to 6,000 members can vote on standards.

Standards may be written and submitted from many directions. Principals are encouraged to involve building level personnel. Before a standard becomes final it must go through several steps. First all recommendations for standards from the various committees go through the Central Reviewing Committee. Their recommendations go to the Commission and on to the Delegate Assembly for a final vote. Changes in standards follow the same route.

Following a break the participants were given an opportunity to ask questions. A few selected points made during the ensuing discussion were:

1. The Commissions have self studies every five years.
2. Criteria are used for evaluation and then measured against standards.
3. SELA may consider an Advisory Committee to the Southern Association of Colleges and Schools. Such a committee might make suggestions but it must be remembered that the Delegate Assembly has the vote.
4. Frank Winstead, panelist who is the Georgia representative on the Southern Association's Standards Committee, suggested that interested parties get to know the Standards Committee Chairman in your respective states.

THE GEORGIA LIBRARIAN



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It Happened at Boone!

by Margaret Kerr
Division of Libraries and Information Management
Emory University

The first Landmark Conference addressing concerns in the area of school and library work with children in the Southeast was held in Boone, N.C. early in June. The conference was sponsored by the School and Children's Section of SELA and the North Carolina State Library.

Each member state of SELA sent a delegation of approximately fifteen members representing both areas of work with children, state-level administrators, media educators, and an officer of the state association. In addition, each state had a program responsibility.

A panel discussion of how librarians might impact the Southern Association of Colleges and Schools Standards was presented by the Georgia delegation. This was moderated by Dorothy Blake and included Dr. Joe Johnston of the SACS Secondary Commission, Mr. Durrell Ruffin of the SACS Elementary Commission, and Frank Winstead of

the Georgia Elementary Committee of SACS. Questions from all 10 states were addressed to these gentlemen and a way seemed to be opened for liaison committees from this Section of SELA to work with the two Commissions.

Other concerns addressed included School/Public Library Cooperation, Intellectual Freedom, Financial Resources, and Programming. An evening of storytelling was a highlight of the week-end. Outside speakers included Kenneth Donaldson of Arizona State University, Dr. Marilyn Miller of University of North Carolina, and Sarah Long of Dauphin (Pa.) Public Library.

The output of the conference were eight resolutions calling major concerns to the attention of governors, public officials, library schools faculties and professional associations who might be able to help take action for their relief.

The Georgia delegation was headed by Mary Louise Rheay, Nancy Hove and Raye Osborn and included Dorothy Blake, Ann Bethel, Kathy Brock, Margaret Kerr, Frank Winstead, Charles Beard, Mary Jo Boyd, Wanda Calhoun, LeRoy Childs, Dianne Dayton, Diane Key, Jane Morgan, Mary Robertson, and Selena Wingfield.

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KENTUCKY

STANDARDS FOR ACCREDITING ELEMENTARY SCHOOLS

STANDARD VII - LEARNING MEDIA SERVICES

The services of the school media center should complement and support all areas of the total school program. Services should reflect the students' curricular needs and the implementation of educational objectives as perceived by the district school.

A. Staffing

1. Comprehensive schools - Each comprehensive school shall have a media librarian. It is recommended that the following staffing ratio be followed:

Media Librarian	Enrollment
1	up to 400
1½	401-800
2	801-1200
3	1201-1600

Sufficient clerical assistance should be provided. It is suggested that a half-time clerk be used in schools with enrollment of 401-800; one clerk per school with enrollment of 801-1200; two clerks in schools with enrollment of 1201-1600.

2. Standard schools - It is recommended that each standard school be staffed according to the following charts:

Media Librarian	Enrollment
½	up to 400
1	401-800
2	801-1200
3	1201-1600

Sufficient clerical assistance should be provided. It is suggested that a half-time clerk be used in schools with enrollment of 401-800; one clerk per school with enrollment of 801-1200; two clerks in schools with enrollment of 1201-1600.

3. Basic schools - It is recommended that each basic school maintain a media center and implement a plan for utilization.

4. Emergency schools - This rating is given to schools on a year by year basis, however, a media program should be provided to all pupils.

B. Facilities

The media center should be located so as to be readily accessible to all pupils. Space should be sufficient to house audiovisual and printed materials and accommodate small group instruction and other activities.

C. Appropriations

The amount appropriated and expended for print and audiovisual materials shall meet the annual minimum requirements as established by the State Board for Elementary and Secondary Education.

Each school shall have an annual appropriation and expenditure for instructional materials as established by the State Board for Elementary and Secondary Education.

D. Collections

The collections shall include books, magazines, newspapers, and non-print materials. Collections should meet the developmental, curricular, occupational, explorational, and recreational reading needs of the students served.

1. Comprehensive schools - Schools shall maintain a minimum basic collection of ten book titles per student.

2. Other classifications - All others shall maintain a basic collection of seven book titles per student.

E. Professional Library

An appropriation for professional books, journals, and magazines should be made in addition to the allocation for the media center.

KENTUCKY

STANDARDS FOR ACCREDITING MIDDLE SCHOOLS

STANDARD VII - LEARNING MEDIA SERVICES

The services of the middle school media center should support and enrich all areas of the total school program. The exact nature of the services should be determined by the needs of the students and the implementation of educational objectives set forth by the district and the school.

A. Recommended Staffing

Media Librarians	Enrollment
½ to 1	up to 300
1	301-800
2	801-1600
3	1601 and up

It is recommended that sufficient clerical assistance be provided. It is suggested that a half-time clerk be used in schools with enrollment of 400-800; one clerk in schools with enrollment of 801-1200; two clerks in schools with enrollment of 1201-1600.

B. Appropriations

1. The amount appropriated and expended for print and audiovisual materials shall meet the annual minimum requirements as established by the State Board for Elementary and Secondary Education.

2. Each school shall have an annual appropriation and expenditure for instructional materials as established by the State Board for Elementary and Secondary Education.

C. Media Collections

The collections shall include books, magazines, newspapers, and non-print materials. Collections should meet the developmental, curricular, occupational, explorational, and recreational reading needs of the students served.

1. Comprehensive schools - For the comprehensive rating, schools shall maintain a minimum basic collection of ten book titles per student.

2. Other Classifications - All other classifications shall maintain a basic collection of seven book titles per student.

D. Facilities

The media center should be located so as to be readily accessible to all students. Space should be sufficient to house audiovisual and printed materials and accommodate small group instruction and other activities.

STANDARDS FOR ACCREDITING SECONDARY SCHOOLS

STANDARD VII - LEARNING MEDIA SERVICES

The media center's function is to locate, acquire, provide, organize, and coordinate the school's learning resources and to motivate and assist students and teachers in the effective use of these resources. Standards for the media center are as follows:

A. Staffing

Professional Media Personnel	Students
½ to 1	up to 250
1	251-800
2	801-1600
3	1601-2400
4	2401 and up

It is recommended that sufficient clerical assistance be provided. Supportive personnel in a centralized processing system should not reduce the number of media clerks needed in the individual school.

B. Facilities

The media center should be located so as to be readily accessible to all pupils. Space should be sufficient to house audiovisual and printed materials and accommodate small group instruction and other activities.

C. Appropriations

The amount appropriated and expended for print and audiovisual materials shall meet the annual minimum requirements as established by the State Board for Elementary and Secondary Education.

Each school shall have an annual appropriation and expenditure for instructional materials as established by the State Board for Elementary and Secondary Education.

D. Collection

a. Books

1. Comprehensive Schools shall maintain a minimum basic collection of ten book titles per student.
2. Other Classifications - all others shall maintain a basic collection of seven book titles per student.

b. Magazines - Schools should provide magazines proportionately to enrollment and curriculum needs of students.

c. Newspapers - Junior high and senior high schools shall subscribe to two or more newspapers.

d. Vertical File - All schools should have a collection including film loops, films, slides, microfilms, filmstrips, recordings, graphic materials, transparencies, globes, maps, realia, programmed media, art objects and videotapes to support a planned program.

E. Professional Library

An appropriation for professional books, journals, and magazines should be made in addition to the allocation for the media center.

STANDARDS THAT APPLY TO ELEMENTARY SCHOOLS ONLY

INSTRUCTIONAL MATERIAL AND EQUIPMENT

A. Audio-Visual

1. Minimum Requirements

a. Maps and globes shall be available in sufficient quantity to implement adequately the social studies curriculum of the school.

The following maps and globes are recommended at the appropriate grade level:

1. Grades 1-3: Beginner's globe; simplified U. S. map; Mississippi Map, and simplified World Map.

2. Grades 4-6: Physical-political globe, 16"; physical-political maps of United States, North America, South America, Africa, and the world; Mississippi map and geographical terms map or chart. (See Elementary Social Studies Program for suggested grade placement of maps, globes and transparencies.)

b. Filmstrip library catalogued with index and adequate number of filmstrip projectors.

c. 16mm projector and access to 16mm films.

d. Record players and access to appropriate records.

e. Bulletin boards, flannel boards and charts.

f. Picture, clipping, and pamphlet collections appropriate to curriculum.

g. Reprints of master paintings appropriate to grades.

h. Additional recommended materials: Microscope, bioscope, overhead projector, radio, television, tape recorder and tapes, video records and tapes, and other appropriate audio visual equipment.

i. One record player for every 4 teachers and one filmstrip projector for every 4 teachers should be provided.

2. Class A Requirements

Meet Minimum requirements.

3. Class AA Requirements

Meet minimum requirements.

LIBRARY

A. Minimum Requirements

1. All pupils in grades one through eight shall have access to a central library or to a room library. Teachers should be encouraged to exchange books with other rooms and/or grades.

2. There shall be a minimum of one set of approved encyclopedias (Policy for Approval: The current edition of "Encyclopedia Buying Guide" published by R. R. Bowker and Company is to be used as a guide in selecting and purchasing encyclopedias. Approved encyclopedias are found in Group I and II.) for each three classrooms above grade three. It is recommended that the pupils have access to approved encyclopedias of recent copyright from at least two publishing companies. Copyright dates shall be within the last ten years. Purchasing should be staggered in order to provide at least one title not over five years old.

3. The school shall have a basic collection of books, other than textbooks, of recent copyright date, averaging five books per pupil.

4. The collection shall be varied to permit selectivity in reading in accordance with the differing abilities, needs, and interests of individual pupils.

5. The collection shall be balanced in subject areas to accommodate the total instructional program (reading, social studies, health, mathematics, science, etc.)

6. The elementary school shall spend annually for library materials not less than $200.00 or $2.00 per pupil enrolled, whichever is greater.

B. Class A Requirements

1. The school shall provide six books other than textbooks for each pupil enrolled in each grade.

2. The elementary school shall spend annually for library materials not less than $200.00 or $3.00 per pupil enrolled, whichever is greater.

C. Class AA Requirements

1. The school shall provide eight books other than textbooks per pupil enrolled.

2. The elementary school shall spend annually for library materials not less than $200.00 or $4.00 per pupil enrolled, whichever is greater.

3. Schools classified AA shall have a central library supervised by a librarian who shall meet the certification requirements of Mississippi for librarians. (Exceptions may be made provided the proposed librarian has a minimum of twelve semester hours or sixteen quarter hours in library science and continues to earn six semester or eight quarter hours each year until the certification requirements have been met.)

STANDARDS THAT APPLY TO SECONDARY SCHOOLS ONLY

LIBRARY

A. Minimum Requirements

1. The librarian shall meet the certification requirements of Mississippi for librarians. (Exceptions may be made provided the proposed librarian has a minimum of twelve semester or sixteen quarter hours in library science and continues to earn six semester or eight quarter hours each year until the certification requirements have been met.)

2. Each secondary school shall provide a librarian at least half-time. Secondary schools, grades 7-12, with an enrollment of 300 students or more shall provide a full-time librarian. (See personnel chart on page 30.)

3. The minimum annual expenditure per student for library materials, books, and periodicals shall be $600.00 or $5.00 per student enrolled, whichever is greater.

4. Library Materials

   a. The library shall have a minimum of 500 usable and acceptable library books or an average of four books per pupil, whichever is greater. The book collection shall consist of books selected to meet curriculum and recreational needs and adapted to the reading ability and individual needs of pupils. These shall be books exclusive of government documents, multiple texts, pamphlets and volumes which are worn out and out of date. The collection should be well-balanced and systematically selected for wide coverage of subjects, types of materials, and variety of content and should not contain more than one-third of its titles in fiction.

   b. There shall be one or more approved encyclopedia:

      Policy for Approval

      The current edition of "Encyclopedia Buying Guide" published by R. R. Bowker and Company is to be used as a guide in selecting and purchasing encyclopedias. Approved encyclopedias are found in Group I and II.

      There shall also be an unabridged dictionary and an atlas. Copyright dates of the above volumes shall be within the last ten years. (Purchases should be staggered to provide at least one title not over five years old.)

   c. Actual choice of books and materials shall be the responsibility of the local school with the librarian in charge of acquisitions but working with teachers, other professional staff, and students in the selections of specific materials. (Recognized bibliographies such as the Senior High School Catalog, Junior High School Catalog, the Children's Catalog, and other selected bibliographies [not publisher's catalogs] shall be used in selecting books.)

d. The school library shall subscribe regularly to a variety of current magazines which have been selected for their suitability and made accessible for reference to pupils and teachers. (A minimum of 20 is recommended for pupil use. Titles indexed in ABRIDGED READER'S GUIDE should be considered for first purchases, and at least five professional magazines should be secured for the professional collection for teachers and administrators.)

e. The school library shall subscribe to daily newspapers with state and national coverage.

5. When the enrollment reaches 1,000 or more, an additional full-time assistant to the librarian shall be employed.

6. Instruction in the use of books and libraries shall be given in high schools. This instruction should be integrated with the school curriculum. The amount of material taught, by whom taught, and at what grade level should be determined by the individual school. (See Bulletin 134 A, Primer for Mississippi School Libraries.)

7. Required procedures for the organization of library will be found in Bulletin 134A.

8. Physical Facilities

a. All schools shall provide a separate library or combination library-study hall equipped with tables, chairs, bookshelves, magazine rack, circulation desk, and other equipment commensurate with the size of the school.

b. The physical facilities shall include a library room or rooms readily accessible to pupils, attractive in appearance, properly lighted, fitted with standard library equipment and with sufficient floor space to provide for 10% of the enrollment but not fewer than forty (40) pupils and with adequate space for storage, workroom, and other areas appropriate to an instructional materials center.

c. Library facilities shall include also:

1. Conference room for pupils and teachers adjacent to the library.

2. A workroom equipped with running water.

3. Floor covering or chair glides.

4. Standard equipment as listed in Bulletin 134A.

B. Class A Requirements

1. Meet minimum requirements for expenditures.

2. The library shall have a minimum of 1,000 usable and acceptable library books or an average of five books per pupil, whichever is greater.

C. Class AA Requirements

1. Meet minimum requirements for expenditures.

2. The library shall have a minimum of 1,500 usable and acceptable library books or an average of six books per pupil, whichever is greater.

VIRGINIA

STANDARDS FOR ACCREDITING ELEMENTARY SCHOOLS

PROGRAM

- Library media services shall be provided in each school.

- The library media resource center shall be an integral part of the instructional program.

- An effective elementary school program requires a library media resource center that is adequate to meet the needs of teachers and students.

- The resource center shall provide access to all educational materials in the school, with the exception of those such as textbooks that are used for classroom instructional purposes.

- The library media resource center shall be open and available to students and teachers during the entire school day.

BUDGET

- Each school shall have budgeted and expended for library materials an annual appropriation of at least $2.50 per student based on Average Daily Membership.

PERSONNEL

- A part-time endorsed librarian shall be provided for schools with fewer than 300 students.

- A full-time endorsed librarian shall be provided for schools with 300 or more students.

- Each librarian shall hold a Collegiate Professional Certificate endorsed in library science.

- The library media resource center shall contain a balanced collection of at least 10 books per student, excluding textbooks. A new school is allowed two years to achieve this standard.

COLLECTION

- The library media resource center shall contain a collection of at least 15 magazines for students and professional personnel and at least one newspaper, which shall provide local, state and national coverage.

- The library media resource center shall contain a professional resource area for teachers which include professional magazines and books.

- Each school shall have necessary equipment to insure maximum utilization of audiovisual media.

- Each school shall have a variety of multilevel instructional materials.

- Instructional personnel and library media staff have the responsibility for cooperatively selecting instructional media and equipment.

- Parents should be encouraged to participate in reviewing and selecting instructional media and equipment.

- Each school should have an acquisition procedure and evaluative criteria to aid in the selection of quality materials.

- A plan should be in effect for discarding obsolete and damaged materials.

- Provisions should be made for proper storage, inventory, and maintenance of all equipment and materials for distribution in accordance with educational needs.

FACILITIES

No standards are established for facilities at either the elementary or secondary level.

VIRGINIA

STANDARDS FOR ACCREDITING SECONDARY SCHOOLS

PROGRAM

- The library media center shall be organized as the resource center of the school and shall function as a learning laboratory. Such a unified program of audiovisual and printed services shall be an integral component of the educational program playing a vital role in the teaching and learning process and serving as an impetus to intensify and individualize the educational experience.

- Availability of the library media center shall be provided to students and teachers before, during and after the school day.

- A unified (central) catalog (author, title, subject and shelf list) of all instructional materials in the school shall be provided. A simplified cataloging (shelf list/locator card) can be used for such things as textbooks and workbooks.

- All materials shall be organized to assure efficient retrieval.

- A functional loan system shall be provided.

- A librarian and the library facilities available during the regular session shall be available for the summer school session.

BUDGET

- For each secondary school the annual expenditure for books, periodicals, supplies, binding and other materials must total at least $3.00 per student.

- For a new school seeking accreditation in the first year of operation, sufficient funds shall have been allocated in advance of the opening date of the school to assure that 50% of the minimum basic collection required under this standard shall be ready for circulation during the first semester of the first year of operation.

PERSONNEL

- Secondary schools with fewer than 300 students enrolled shall provide at least one professionally qualified librarian on a half-time basis.

- Combined schools with a total enrollment of 300 or more elementary and secondary school students shall have a full-time professionally qualified librarian.

- Secondary schools with an enrollment of 300 or more students shall provide a full-time professionally qualified librarian.

- Schools enrolling as many as 750 students must provide full-time clerical assistance in addition to professionally qualified personnel.

- Secondary schools enrolling 1,000 or more students shall provide one librarian and one other professionally qualified person such as a librarian, audiovisual specialist or a materials specialist. Additional staff should be provided as needed.

- The audiovisual or materials specialist should be certified and have at least 12 semester hours in library science.

- The professional staff of library media centers shall have competencies in both audiovisual and print as well as knowledge in the fields of learning theory, communications, and curriculum development.

- The librarians shall be properly certified and be endorsed for library science.

COLLECTION

- To meet the minimum requirements for books and other materials a library media center shall have:

A basic collection of 1,000 well-selected book titles; in schools with more than 150 enrolled there shall not be fewer than 7 books per pupil. The collection shall complement and meet the individual needs of students.

A minimum of two sets of encyclopedias, one of which shall be copyrighted within a five year period and the other within a 10 year period of the present school year.

At least one unabridged dictionary; schools with more than 500 students shall have at least two unabridged dictionaries from different publishers.

Three newspaper subscriptions from different sources; these subscriptions shall provide local, state and national news coverage.

At least 25 carefully selected periodicals which represent or are pertinent to all phases of the school's program periodicals which contribute a valuable source of reference materials shall be filed, bound, or microfilmed and retained for three to five years.

A well-selected collection of pamphlets, clippings, pictures, etc. organized into an information file which is adequate to meet the needs of the school.

Audiovisual materials, carefully selected and adequate in quantity to meet the needs of the instructional program as well as individual student needs. Corresponding equipment shall be provided to promote maximum utilization of these materials.

A well-selected current, and easily accessible professional library for teachers, including at least 50 professional books and 15 professional journals. A school division with a centralized instructional materials center which includes an easily accessible professional library for teachers satisfies this requirement.

- For a new school seeking accreditation in the first year of operation 50% of the minimum basic collection required shall be ready for circulation during the first semester of the first year of operation.

- An acquisition procedure which includes a written selection policy containing evaluative criteria and utilizing recommended selection aids to assure a quality collection of materials.

- A systematic procedure for annual screening of materials so that unusable and out-of-date materials are discarded and are not included in the totals for a school.

- An accurate and current inventory of audiovisual equipment shall be maintained.

FACILITIES

No standards are established for facilities at either the elementary or secondary level.

SOUTH CAROLINA

STANDARDS FOR ACCREDITING MIDDLE SCHOOLS

Librarian

1. Personnel
   a. Each librarian or media specialist shall hold a certificate in library science or be certified as a media specialist.
   b. Each teacher-librarian shall meet the certification requirements for a teacher-librarian.
   c. Schools having a membership of fewer than 400 students shall employ a librarian or a teacher-librarian with at least 18 semester hours in library science from an approved library school. Not less than four class periods daily shall be devoted to library services.
   d. Schools with a membership of 400 or more students shall employ a certified librarian devoting full time to library services.
   e. Schools having a membership of 750 or more must employ an additional full-time person in the library.
   f. A librarian shall not supervise a study hall during a regular period of library services.

2. Organization
   a. School libraries shall remain open for 180 days during the school year and shall remain open during the entire school day, beginning 30 minutes prior to the opening of school and continuing 30 minutes after school.
   b. School libraries shall be housed in special library rooms. All materials must be shelf listed, catalogued, and adequate records must be kept.
   c. School libraries shall not be used to house regularly scheduled classes or study halls.

LIBRARY MEDIA SERVICES

A school district must provide a library media program which is defined as a program that includes print materials such as books, periodicals and newspapers and that includes audiovisual equipment and materials such as filmstrips, tape recording, videotapes, microforms and projectors and that also provides for the production of audiovisual materials needed in the instructional program.

Commentary

The library media center should be sufficient in size to seat at least 10% of the pupil enrollment and to accommodate large and small groups and provide areas for individual study, listening and viewing areas, staff work areas, and areas for the storage of audiovisual materials.

The following are indicators that this standard is being accomplished:

___13. The school has a library media program that provides support for all areas of the curriculum.

___14. The pupils have access to the library media center.

___15. A balanced collection of print and nonprint materials meets the needs of all pupils and faculty.

___16. There is a systematic procedure for selecting, acquiring, organizing, and discarding materials.

___17. The collection is reviewed at least every five years to insure its maintenance as both usable and appropriate.

___18. The amount of funds appropriated and expended for print and audio-visual materials meets the current allocation requirement as established by the State Board of Education.

___19. Services of a certified media librarian are provided for each elementary, middle or junior, and senior high school pupil based on one media librarian to 800 pupils.

___20. Clerical assistance is provided on the basis of need.

___21. The library media facility is easily accessible to all pupils.

Mary Somerville

Introduction: "Getting Our Share of the Pie: Personnel, Resources," June 5, 1982, 1:00 p.m., Boone, North Carolina

Children's librarians are sometimes considered lobotomized adults; because we work with children, we can be treated as children; adolescent giants can be judged incapable of handling serious adult subjects such as personnel and budgeting. Yet people and dollars are crucial to our survival. We can cope, and we must show that we can. Getting the dollars, hiring, training and motivating the people, setting goals and objectives, and demonstrating accountability are tasks we must accomplish.

These are no small matters at a time when money is tight, when the population of children is said to be declining, when talented people are deserting the field right and left due to lack of reinforcement. Yes, in one sense, it's 1984, not 1982; Armageddon is here for children's services in many media centers and public libraries. Yet we need not despair; some programs are thriving despite hard times. To help us thrive and to expand our collective consciousness, here are two outstanding exponents of library services to children.

When I consider the qualities of steel and velvet, strength and gentleness, I think of Sarah Long, for Sarah is disarmingly the quintessential Southern belle: soft, feminine, but coiled beneath that mask is a library director who was once a children's librarian, then a children's coordinator whose library won the John Cotton Dana Award two years in a row for her creative summer reading programs; then she experienced a meteoric rise and in less than four years assumed directorships of two different library systems: Fairfield County District Library, Fairfield, Ohio, and Dauphin County Library System, Harrisburg, Pennsylvania, managing an annual budget of $900,000; when she left Fairfield County, the community declared "Sarah Long Day"; need I say more? With apologies to Faulkner for a long, rambling sentence, I give you Sarah Long, the prototypical Southern woman of all races and backgrounds, steel and velvet.

When I think of the term "leader," I think of Marilyn Miller. Marilyn dares say things that others only consider; whether in print or in person, she is dynamic. She started out as a high school librarian, becoming School Library Supervisor in the Kansas Department of Public Instruction; then Marilyn taught library science in Michigan, Minnesota, and Kansas before heading South to the University of North Carolina at

Chapel Hill, where she is an Associate Professor.

Her list of accomplishments is long. Marilyn was the first elected president of the Michigan Association for Media in Education. A former president of the ALA division, the Association for Library Services to Children (ALSC), she was one of four ALSC representatives on a U.S. mission to visit children's libraries in Russia. More recently, Marilyn has been honored by the Kansas Association of School Librarians, who gave her the Distinguished Service Award for School Librarianship. Her June, 1981 article in American Libraries, "The Will to Survive," sounded the clarion call for children's services' advocacy. With great pride and joy, I give you Marilyn Miller.

Sarah Long

ON BEYOND THE THREE NAME LADIES

In the early days, around the turn of the century, the heroines of public library service to children were the terrific three-name ladies:

Anne Carroll Moore at the Pratt Institute
Francis Jenkins Olcott at Pittsburgh
Caroline Bernite Walker in Cleveland

to name a few. These women burned with a missionary-like zeal for the promotion of children's librarianship in public libraries. They were tough and they were not content with anything but the very best. Ruth Sawyer said of Miss Moore, "She held no brief for the easy-and-make pleasant school of training; she had no patience with the slipshod and the lazy."[1]

A slogan of the time was, "The right book in the hands of the right child at the right time." This meant that reading guidance - knowing children's books and having a self-assurance that one knew what was best for children, was the paramount principle in library service to children.

Based on these foundations of only 75 or so years ago, public library service to children has been documented as quite a success. In the mid-40's Robert Leigh's Public Library Inquiry stated, "Public Library Service to Children is an impressive achievement. Library schools and libraries have developed children's librarians of great skill and personal effectiveness - not only are the children's librarians expert but also in the community they are recognized as such. These children's rooms and children's librarians have been the classic success in the public library."

Today's crop of children's librarians are still a recognizable breed. They still burn with missionary zeal, still are very successful. Children's librarians can trace their roots back to the powerful three-name ladies, but there's a big difference between us and them. They put quality in children's literature at the top of their list of priorities. Most of today's children's librarians would put quality library service to children at the top. The three-name ladies would never have Nancy Drew or Walt Disney or Alfred Hitchcock and the Three Investigators on their shelves. Most librarians today order these titles by the gross (no pun intended). Today's children's librarians are more child centered and perhaps work harder at not being elitist than their predecessors did.

The difference between the children's librarians of today and yesterday that concerns me the most is a sort of paranoia that I date back to the 1970 publication by the New York State Education Department entitled Report of the Commissioner of Education's Committee on Library Development. It suggested the elementary school media center be given the responsibility and the capacity of meet all the library

needs of all children except those in health, welfare and correctional institutions.[2]

After that, almost every gathering of children's librarians was devoted to a variation on a defensive reaction to the report. I do not want to say that this report caused children's librarians to become defensive or paranoid or feel that their prestige had been eroded, but it does seem that as a group we began to examine our role, mission, reason-to-be after the 1970 report.

And now I'm tired of analysis, self-examination and general breast pecking. I know that children's services are important. I keep statistics and I can prove that children's services carry their weight.

I do think, however, that as children's librarians, we sometimes need a kit of tricks, a set of languages in order to best promote children's services. Let me give you an example.

I want children to read. This summer, I want to increase the number of children in our summer reading program by 20%. Given this goal, I know that I will have to:

1) Choose a theme that will catch on with children.
2) Choose a theme that will catch on with children about age 12 (If you aim too low, you will not get any children over your target age. If you aim too high, the younger kids will always go along).
3) Publicize the program in schools before they adjourn for the summer, etc., etc., etc. But you know all of this. If you don't, read Mary Somerville's article in the Spring, 1981 issue of TOP OF THE NEWS. What I'm trying to say is, if you want children in your library, you have to go to where they are and you have to speak their language.

The second trick is talking management. Speak with a statistical tongue and look like John Molloy's office mate. Count everything that you do: the number of children who visit the library, heard you tell stories at the shopping center, received a bookmark about your afterschool spectaculars and compare all of this to the costs, circulation, participation or whatever. Really work with the statistics and change your programming or materials purchases to show that you are cost effective. Look at Output Measures for Public Libraries; A Manual of Standardized Procedures just published by the Public Library Association. It will give you some ideas. Write reports, even when you aren't asked to. Don't just turn in statistics. Use the occasion to draw conclusions and make your point that children's services count. Never miss an opportunity to put children's services in a positive light.

Now about being John Molloy's office mate. I feel a bit squeamish about advocating Mr. Molloy's Dress for Success and Live for Success Books. I prefer to believe that my persona is above being touched by a mere how-to-do it book. But he has studied reactions to dress, and I think his observations really work. When I wear my "power suit" I fancy I'm in a special disguise. That helps my ego and keeps me from feeling that I have somehow "sold out" to the establishment.

The point I'm trying to make with this second trick is that in speaking to administrators, you have to speak in a language that they understand. There are only two words in their language - money and power. So if you dress up in your power suit and present a report that shows that you've done more with less, the administration will just have to fund your next project or request.

As a codicil to this second trick - let me also recommend Games Mother Never Taught You by Betty Harrigan and The Managerial Woman by Margaret Hennig and Anne Jardim.

The third trick is speaking the language of the public and getting money. Somehow, somewhere, get someone or something to give you some money for library service to children. It will do more for your self-esteem and your standing with library management than I can tell you. Also, you will have the means for accomplishing something that you want to do. Personally, I feel that the language for getting money is enthusiasm. If you really want to do something, your enthusiasm will be catching with a service club, an arts council, a state-based humanities program, the state library, whomever. And don't be afraid to copy and become enthusiastic about someone else's ideas. Read all the journals for ideas for projects and for tips on national sources of money. One of my favorite journals for ideas is LEARNING MAGAZINE. It's for teachers but it often has ideas for books to buy, programs or interesting library exhibits. You might want to wear your special power clothes when speaking to the public, too. It depends. I think you have to gauge your audience and determine what will impress them.

So much for the past, and for Sarah's three tricks for getting more pie today. What about tomorrow? What is the future for librarianship?

The future of libraries will be similar to the past and the present. In the past, we've been told that microfilm and microfiche were about to replace the book. But we're still here. Not too long ago, Marshall McLuhan predicted that TV would replace the printed book. But we're still here. And now we hear that between satellite cable TV and the microprocessor, that (once again) our days are numbered. Quoting Robert Downes, "The future is not going to change some time-honored things, such as the book, nor has all the automation to date

changed much except clerical work in libraries."

This optimism about the survival of books is echoed in an article by Richard DeGennare in the June 1 issue of LIBRARY JOURNAL.

Because I believe that there will be books in our future I also believe that the funds to support libraries will be available, too. There might not be as many libraries if the economy doesn't improve, but many will survive.

What, I think, will be different about the libraries of tomorrow is the librarians. Take the reference librarian, for example. I see this individual not employed by a library but self-employed. If you need detailed information for business, investment, research, the quickest most efficient way to get information will be from a commercial database. So you will pick a researcher from the yellow pages and pay - not only because the databases are so expensive, but because accessing the database is an art. A skill that will be the free lance librarian's talent. Reference in the public library will be performed by - librarian-on-a-chip made possible with cheap computer storage and the development of artificial intelligence to answer most reference questions and even give readers advice - "If you liked Jane Austen you will also like Barbara Pym."

From my understanding of the possibilities, a combination of computers and programming will also make it possible for librarian-on-a-chip to refer you to specific books. The answer to your quotation about harmonics can be found in "Grove's Encyclopedia of Music."

And of course we know that acquisitions, cataloging, processing, circulation will be automated and not require the work of so many librarians. So what we're left with, at least in the public library, is managers and children's librarians. The managers will be there because someone has to turn on the computers and manage the skeleton staff. The children's librarians will be there because robots can't wear gorilla suits - they get too hot. Actually there's more to it than that. I believe that the human connection between child and adult cannot be replaced by a computer or a robot, especially for the young child. Even Charlie Robinson acknowledges the great contribution of the preschool storyhour to America's youngsters. I don't think that is something easily replaced.

A trend which I find more dangerous than the possibility that the children's librarians might be replaced by a computer is the certainty that good children's librarians are becoming as scarce as hen's teeth. For the past three years I have been the director of a small public library about 30 miles southeast of Columbus. Oh, I wanted a good children's librarian. We advertised nationally.

Our salary was low - about $12,000 three years ago, but we hired a very bright and promising children's librarian and she only lasted three months. We advertised again - got a small response, offered the job to the candidates, but had no takers. Meanwhile, we had an active children's program going on, and we had to have someone who could cope. So we hired a woman who was working in the emergency room of the hospital and was the wife of a funeral director - they lived in the funeral home. She could cope. I figured that our problem was money. We were close to Columbus, Ohio where a beginning children's librarian will start at $16,500 in 1983. Right now, in Pennsylvania, I need a children's coordinator. We only have $13,500 in our budget this year and I'm embarrassed to advertise. I see adverts for similar positions in that price range in LJ Hotline. A couple of weeks ago I called one of the libraries - in West Virginia. The personnel director said that he had advertised a reference position and the children's coordinator position at the same time. He had hired a reference librarian but had almost no candidates for the children's position. A friend of mine, the personnel director for the Toledo Public Library, said he first noticed the dearth of children's librarians about two years ago when he was recruiting at ALA. Another friend, a good children's librarian and fantastic storyteller, was sought out and almost courted by a public library director in another state because he knew what he wanted and knew it was hard to find.

I've talked to library school people who confirm that children's librarianship seems to be out of style. Everybody's going into information science, they say. Perhaps it's because children's librarianship seems too feminine - too much an old role. Or perhaps children are out of style. Our population is aging - there are more old folks these days than young folks.

The scenario that I'm presenting - really for the very near future, is that there is a place, a need for children's librarians, but whatever the reason, beginning librarians are not choosing to specialize in library service to children. Perhaps we can claim this is really only a clever ruse to increase the salary of the existing children's librarians because they are becoming rare, but it's not really suitable to joke about the extinction of our species.

We owe it to ourselves, and children, and children's literature and the three-name ladies to not let this happen. We need to proselytize for children's librarianship and to insist on excellence while we are at it.

We might have given up on "the right book in the hands of the right child at the right time" but we still must insist on excellence and "hold no brief

for the easy-and-make-pleasant school of training," as well as making sure that the children of tomorrow will have a special place in the public library.

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[1]Ruth Sawyer. THE WAY OF THE STORYTELLER. Bodley Head, 1967, pp. 62-63.

[2]New York University. Commissioner's Committee on Library Development. REPORT OF THE COMMISSIONER OF EDUCATION'S COMMITTEE ON LIBRARY DEVELOPMENT. Albany University of the State of New York, State Education Department, la Fe, p. 35.

Marilyn Miller
University of North Carolina
at Chapel Hill
June, 1982

GETTING OUR SHARE OF THE PIE: SCHOOL LIBRARY BUDGET AND PERSONNEL CONSIDERATIONS FOR THE EIGHTIES

". . . as the Southeast educates or fails to educate its children, so the region and the nation in a very real sense advance or fail to advance in knowledge, understanding, and wisdom.

Public education programs maintained by the different states in the Southeast as in other parts of the United States, differ in character, quality, financial support, and the success they attain in the development of an educated citizenry. But although these differences exist, there is unanimity in the conviction held by librarians and educators everywhere that books and library service for children and young people constitute a vital place in education. They quicken imaginations, broaden understandings, stimulate intellectual growth, and provide vicarious experience that cannot be furnished by the local community.

It is in this vitally essential role in education that school and public libraries must play their part. They must promote this development of the children of today if the citizens of tomorrow are to reach full emotional and intellectual maturity and are to discharge intelligently their responsibilities in the local community, the state, the region, the nation, and the world.

Because the children of the Southeast become the future citizens not only of the region, but of all parts of the nation, it is of particular importance that the libraries of the Southeast aid in con-

tributing a special understanding of the region's present mixed rural-industrial economy, of its interracial problems, of the challenge that technological change presents to its habits and procedures, and of the wise use of its abundant resources.

Libraries in attempting to meet their responsibility for the development of these understandings, must provide certain definite services. These include: reading guidance for children and young people; programs for developing children as independent users of the library and of library materials; materials to meet present and anticipated leisure and curricular needs of groups and individuals; programs for encouraging the participation of children in library activities as a school and community service, and as a pre-vocational experience organization of materials to permit ease and flexibility of use; and participation in library by all concerned with the effectiveness of library service.

The general requirements for providing such services include: adequate appropriations and good budgetary procedures, trained personnel, materials collection to meet quantitative and qualitative requirements, physical facilities that are conducive to the effective use of the library, and opportunities for using the library when the time and the need arises."[1]

These words were written by Louis Round Wilson and published in 1949 as part of the Libraries of the Southeast, a Report of the Southeastern States Cooperative Library Survey. If Wilson were writing these words about library service to the young in the Southeast today, he would undoubtedly use more words about technology and learning--but basically it is all there--our concern for materials, information,

reading guidance, and access by the young to knowledge and to learning about the importance of libraries as a lifelong tool for learning and enrichment.

And we have come a long way since 1949 in providing materials, programs, budgets, physical facilities, and leadership for our young in the public schools. The National Defense Education Act, the Elementary-Secondary Act, the Higher Education Act that had funds for scholarships, the 1960 Standards for School Library Programs, ALA's Knapp Programs, improved state and national standards for certification of personnel and accreditation of programs, resources, and collections have all had documented impact on the growth and development of improved school library service in the United States.

Now, we are a little frightened. The ubiquitous pendulum of education is swinging back--education is no longer the darling in many arenas. Back to basics; cut out the frills. In come the battleships: out go categorical programs to assist the development of children. Rapid growth of private schools: Albert Shanker's statement a few days ago that public schools cannot survive as they are now constituted. All give us pause. What is ahead for us?

The evidence is apparent that for the immediate future we face consistent retrenchment in budgetary allotments, particularly for staff through the mid-eighties at least.

In a small survey of district supervisors in SELA states (100 district school library media supervisors and directors with a 50% return) provides a limited indication of what is ahead. The greatest cuts affecting school libraries are appearing in the area of staffs,

particularly clerical staff. Forty-six percent of those reporting, reported cuts in clerical staff, 32 percent reported cuts at the building professional level, and 22 percent reported personnel cuts at the district level. Schools are coping by cutting back services, reassigning personnel (two schools for one librarian), using floating clerical staff, and the remaining professional staff at the district level is assuming more duties.

Forty-eight percent reported no anticipated further cuts in the next three years, but 26 percent reported expected cuts at the district level. The remainder were not certain what to predict.

Fifty percent of the respondents reported overall budget cuts for materials. School districts are dealing with these cuts by reducing the purchase of materials, turning to their PTA's, running book fairs, practicing increased selectivity. Other districts note that their cuts are mainly the inflationary increases or that are cutting repair service for equipment and/or reducing expenditures for consultants, educational conferences, and the acquisition of professional materials.

Twenty-eight percent of the districts report that their budgets will remain at the same levels for the next three years: 20 percent note that they expect further decreases, and 16 percent expect increases.

All educators are concerned about the potential use of the Reagan administration's merging of many categorical federal aid programs into the Block Grant program. Media specialists are part of those concerned educators, because since 1965 they have enjoyed a categorical program to purchase school library resources. The

respondents to the survey question asking about their predictions for the availability of block grant funds for school libraries were split right down the middle. Forty percent believed their programs would fare well: 40 percent believed their programs would not fare well, and 20 percent were uncommitted or unsure. Those who hold positive feelings about the consolidated funding approach noted that the success of previous special projects under Title IV, Part C, would be to their benefit. Others noted the power of accreditation programs supporting the attainment and maintenance of quality school media programs, administrative support, and local plans that included recognition of the school library's need for assistance.

Those who responded negatively to the possibility of continued support for the school for the school library media program noted that (1) people would be protected first and (2) the majority of funds had already been allocated for the support of these programs that could be called basic skills. Others noted the lack of administrative support for library programs or the preference for programs that could be measured more easily than a good library media center can be measured. One noted that the defeatist attitude of media specialists was the reason lack of support was expected.

I was interested in finding out if curricular changes, ongoing or planned, were affecting ways that teachers are using media centers. So supervisors were asked to respond by describing positive and/or negative use of the school library. Seventy percent said that curriculum change is having a positive effect leaving 30 percent to report a view of negative changes. When asked for examples, both sides cited the back to basics movement with impact on the media center.

Those who responded with negative examples cited:

basic skills emphasis; teacher performance only methods of acceptable instruction

stress on basic skills with emphasis on teacher "lecture" has decreased media center use; use of audio visuals, etc. discouraged by administration

a negative contact with media specialist will turn a teacher off and they won't come back!

funding must continue without any further cuts.

loss of federal monies and the use of computers in the classroom might have a negative effect.

at the elementary level, curriculum has become complex and rigid, so many media programs aren't as flexible as in the past.

less book use due to insufficient funds to keep collection up-to-date.

less teacher use due to more regimentation and structure of teaching by systemwide use of uniform lesson plans.

teacher union pressure for salary increases is in effect narrowing the curriculum in our schools by eliminating many elective offerings.

not really, we're rock bottom already.

I see some media specialists not involving themselves with district and school curricula; "they will find themselves out in the cold."

the 'accountability syndrome' leaves teachers very little time or inclination to explore, try new materials or alternative techniques.

Those who cited positive impact on the media program of curriculum changes noted:

more teacher use when there is a <u>good</u> media specialist

more teacher use; teachers more aware of materials and services available.

increase in use of instructional media to meet basic skill needs for students.

increased use

we are working on AIM, which specifically incorporates the library and its resources.

locally, teachers are beginning to perceive the value of a good media center.

more concentration put on teaching media skills.

teachers will become more dependent on media center as their programs are cut.

more independent study and research by students; also, media specialist is involved in teacher planning sessions for supplementary materials.

basic skills emphasis has encouraged increased media center use.

more AV being used to reinforce classroom instruction; teachers requiring more research.

new curriculum guides (including media skills) to which teachers are required to adhere.

computers are drawing many to media center

increased use of visual aids, games, learning centers. . .

basic skills emphasis

use of more A/V materials and equipment.

more required readings

teachers are using video and computers more.

more emphasis on gifted and talented.

due to reduction in funds for teachers' materials.

more production activities as communication skills are stressed.

Because it is so necessary for us to keep abreast of change, even though we are in a depressed market for our services, I asked whether school districts are exploring any new directions in media program development such as increased use of electronic technology, resource sharing among schools, increased cooperation with public libraries or other libraries in the community. Fifty-four percent of the respondents noted use of microcomputers and 74 percent noted developing programs using instructional television, video, television

production, cable, and Solinet. Forty-eight noted that they were exploring resource sharing, and 32 percent noted cooperative programs with public libraries.

Fearing that it is easy to support programs like the library when times are good, I asked supervisors whether in their opinion there was a lessening of interest in maintaining good school library media programs on the part of the school administration and/or school board as the financial pressures and tensions build and federal monies decrease. Thirty-two percent responded that indeed they did see this lessening, but 44 percent reported that support was being retained, and 22 percent saw some retention of support and some decrease as well.

I think we know what to expect until the economy straightens out--and until communities come to their senses that the only viable future we have as a democracy is in maintaining access to quality education for all children even though it takes more sacrifice than we had thought. Some districts are going to be badly hurt because they haven't spent money locally for years on libraries. They have used federal funds, and now that source is drying up. Other districts may see retrenchment and belt tightening, but they are working with their communities to provide the minimum basics which includes access to a library in the school.

As a last question, I asked respondents for advice to share with you. What can we do in trying to survive in a period of retrenchment? The top three responses were (1) lobby the school and the community; (2) strive for the best and to become indispensable; (3) work closely with the administration.

I concur with these three suggestions and they certainly reflect my own advice. What we do as personnel is the key to our future. We can talk about increased local funding, block grants, alternative funding until we are breathless. What we have to do is to demonstrate what that funding is for. Of course it "blows my mind," as it does yours, that materials selection is going to be turned over to clerks at the very time the publishing industry is in disarray; that we have built beautiful facilities and bought all kinds of expensive equipment and software and now we are either turning it all over to clerks or taking away the clerks and the poor library media specialist now doing it all doesn't have time to make the best use of that expensive investment.

My own suggestions for increased professional leadership are these, and although they are listed by necessity one, two, three, four, they actually are intermingled and must take place simultaneously.

1. Your administrator is the key, so work with him and cultivate his understanding of the role of the media center.
2. Interpret what we do as media specialist at every chance you have
3. Become involved in educational politics
4. Prepare yourself for the advanced technological events that will have great impact on school media programs.

Your administrator is indeed the key. Keep him informed; explain what is happening in the media program in terms of teacher and student activities and learning; share research (Dianne Williams' recently concluded study of the role of the well-functioning elementary library media center in helping develop self-image[2]; the study Fifteen Thousand Hours that identifies the availability of a school library

and opportunities for its use as a criteria of good secondary schools)[3]; write or support the writing of articles for the journals he/she reads; tell him/her about outstanding programs in nearby schools and ask him/her to visit with you. Don't tell him/her or the teachers that you are busy ordering and processing materials, circulating materials, etc. etc. They expect you to do that. That is what library media specialists are supposed to do. Spend your breath talking about the projects you are working on with teachers, the production activities you are helping students with, the special collections you are identifying for departments or specific teachers. The special materials you are locating for a specific learning problem. Interpret and relate to the curriculum and to teaching and learning.

Politics is not a dirty word. People may make the process unsavory many times, but the process is not inherently distasteful. Identify your role in the process as how, where, to whom you should be telling the media program. Some might call it public relations as well as politics. Makes no difference really--just interpret and relate. Being involved in educational politics also means becoming part of the professional group that monitors the certification and accreditation programs in your state. These are very powerful weapons in the battle to improve library media programs. I think, also, as we contemplate the political process that we need to identify people who will speak for us: the Louis Round Wilsons of the eighties. The administrators who will take up pen to say in print that media programs and media specialists offer value. Board members and academic and public librarians within the community should be among our supporters just as we should be among theirs. As I noted before, we should be talking

about what we are doing in and with the curriculum rather than about what is expected of us. Look to the development of skills in integrating your program more effectively into the curriculum. Work with the textbooks, those instruments of instruction that become crutches for teachers and the bane of our hopes for an enriched presentation of many subjects. Become familiar with the content and the reading level and bring together materials with which you can demonstrate to the teacher their necessity for providing for the various learning styles, reading levels, and the gaps in the text presentation. Keep working on skills to make you more effective in approaching teachers, in planning with them, in demonstrating the use of materials. Become more alert to the current theories and explanations of cognitive mapping and what these methods reveal about individual learning. Go back to materials you are sure you are familiar with and review them again for different uses in other curriculum areas. Develop skills in materials production. These things, politics? In a sense, yes.

Technology. Ah, yes, technology. Personally, I need to read. I love film; I enjoy television; I play tapes when I drive (not professionally edifying or instructive, rather fiction and travel); I take pictures; I inflict my pictures on others; I love theatre; I enjoy recorded music at home. I like media. We all do personally, but many of us have blocks with media and technology within the school library.

Just as librarians my age needed in the early sixties to promote the various media as we learned what it could do to enhance basic learning and enrichment, we need now to be on the forefront in learning about the new technology which is changing with such rapidity.

The first microcomputer in the school should be in the library

media center. Computers will be much cheaper by 1990, say the predictors. Even the complicated computers will be no bigger than a basketball with the wires on the chip being no more than one-tenth of a micron wide, (0.000004 of an inch) too thin to be traced even with a beam of light. We can use the micros for library skills instruction, reading guidance, games, reference help and instruction in addition to administrative responsibilities. Rather than shying away we should, when the principal announces he has purchased a micro, throw ourselves across the threshhold of the door into the school and say, with eyes heavenward, "that computer shall not come into this building unless it comes into the library media center." The silicon chip, which can already switch in 30 picoseconds or a trillionth of a second, the digital crystal which will permit pocket-sized television sets to be made available next year, and the video disc which, among other contributions, could promote exciting teaching opportunities as the disc interacts with the computer.

If we do not keep up, be open to change, we will die the dinosaurs of the eighties. Remember that all of this media can be integrated with what we have. Unlike the media of the sixties all of today's technology is coming into the home faster than it is coming into the schools. The school will face incredible pressure to use it. The schools of 2025 will not resemble the schools of 1980. The economy, technology, social conditions will, I believe, force us to admit that there are alternatives to the traditional classroom that must be tried. Whatever comes: let's be part of it, doing our best to work through these years of retrenchment and to grasp and use the new techniques and technologies as they are revealed to us.

NOTES

[1]Southeastern States Cooperative Library Survey. Libraries of the Southeast, a report of the Southeastern States Cooperative Library Survey, 1946-1947. Ed. by Louis R. Wilson and Marion A. Milczewski. Chapel Hill, NC: University of North Carolina Press, 1949. pp. 79-80.

[2]McAfee, Dianne T. "A Study to Determine the Presence of Observable Conditions of Positive Self-Concept in Elementary Media Centers." (Ph.D. dissertation, University of Wisconsin, 1981).

[3]Rutter, Michael et. al. Fifteen Thousand Hours: Secondary Schools and Their Effects on Children. (Cambridge, Mass.: 1979) p. 11.

Ellen Cornelius

Introduction: "Intellectual Freedom"
June 5, 1982, 3:30 p.m., Boone, North Carolina

Welcome to the Intellectual Freedom portion of our conference program. I am Ellen Cornelius, youth services librarian at the Lynchburg, Virginia, Public Library. I'd like to introduce my counterpart from West Virginia, Barbara Bonfili, librarian at Morgantown High School.

When the letter arrived from Diana Young last fall listing the various elements of this conference and assigning responsibilities for program planning, I couldn't help but think that her rather ironic sense of humor was at work again in giving the two of us Intellectual Freedom--Barbara so close to Kanawha County, home of probably the most bitter textbook battle ever, and me in Lynchburg, home of the Reverend Jerry Falwell and the very Moral Majority.

But of course, she knew, and you and I know, there is little humor to be found in threats to intellectual freedom. But even more damaging and dangerous than any actual challenge of any particular book is the prevailing climate of fear of censorship. I keep a copy of our selection policy and reconsideration forms at my elbow at all times. I held my breath for a month after establishing our library's first young adult collection, waiting for retribution for including FOREVER and SLAUGHTERHOUSE-FIVE. Unfamiliar adult patrons checking booklists against the youth card catalog make my blood run cold. I continually find myself waiting for just one more review before ordering "mature" YA novels. And I am not alone--these are tough times.

We can all quote chapter and verse of the ALA intellectual freedom line and we believe it in our hearts, but in the face of dramatic increases in challenges from both individuals and groups and in the face of irate parents, some of us waver and some of us break. If ever it took a stout heart to guarantee the rights of intellectual freedom to children, it is now.

For reinforcement, we have as our speaker today Dr. Kenneth L. Donelson, professor of English at Arizona State University at Tempe and an authority on both young adult literature and censorship. Dr. Donelson has published more than three hundred articles in journals, edited several books including THE STUDENT'S RIGHT TO READ, and is

CENSORSHIP IN THE 80s:
WHAT WE MAY EXPECT AND WHAT WE CAN DO ABOUT IT

by

Ken Donelson

When my daughter Sherri was quite young, perhaps two or three, I knew she was the most beautiful child in the world. And she was, she really was. I also knew she was the most sensitive and innocent child I'd known. I suppose she wasn't all that innocent, anymore than any two or three year old should be, but I worried about protecting her, keeping her from bad associates and evil, from what all parents fear, sensibly or not.

So I dreamed a dream, and in that dream I found a way to protect her and yet educate her to protect herself. I dreamed that Sherri was taken at her cutest, most loveable, most beautiful stage in life, and we froze her (this was before I ever heard of cryonics but I suppose it was something like that, the details were and are pretty fuzzy). She remained alive and well and her mother and I visited her at appropriate times, and we loved her and she was safe from all harm. Time passed in the dream, and she was not released from her frozen state until she was physically and intellctually and emotionally ready to handle the world (yes, I do know the details are a bit sketchy). At that time, she was clothed in radiant bridal garb, and she marched down the church aisle on my arm to be married to the young man I had chosen.

In real life, it didn't work quite that way. Emotional and intellectual maturity came haltingly and fretfully to my daughter, just as it does to your children and all children. My dream made sense, for a few brief moments as a concerned parent, but it was doomed to failure, not because the details of the freezing and thawing weren't worked out but because we cannot wholly protect our children from evil and controversy and reality and questionable literature. We may wish we could, but we can't.

I should say it couldn't work for me, but there are people who try very hard to freeze their children and keep them from evil and reality and anything else lurking out there that they do not like or trust. Not content with trying to protect their kids from whatever it is kids need to be protected from, they work very hard to insure a nearly antiseptic environment

for everyone so that all -- but especially their children -- will be safe and protected.

Those people are called censors.

Censors are nothing new in the life of librarians. Anyone who reads the Library Journal for the last quarter of the nineteenth century recognizes that librarians both faced outside censors and acted as censors inside the profession. Censors became more active as "realism," whatever that means to you, became a fact of life in American literature. Censors have become even more active in the last twenty or so years, and during the last two or three years more and more of us have had to devote more and more time to facing censors and learning to live with the inevitability of censorship. I have no idea whether Judy Krug's estimates about the percentage of rate increase in censorship is accurate, but anyone who teaches English or is a librarian or reads newspapers and magazines knows that censorship makes the headlines frequently. I've heard estimates from various sources that censorship has gone up anything from 100 percent to 500 percent in the last two or three years. I may not bring you exact news about the percentage of increase, but I do believe censorship has increased and I believe it will continue to increase for some time, at least until the economy becomes far more stable.

Anyone who reads the Newsletter on Intellectual Freedom, and I assume all of you do, recognizes the absurdity of some censorship cases just as much as you recognize how very frightening other cases are, incidents that you know full well could easily have happened in your library. But you're also aware that certain books seem under persistent attack. For example, if I had to guess at the ten titles in most libraries (and in many English classrooms) most likely to be attacked during the coming month or two, and why they'd be attacked, I don't think I'd be far wrong in listing these books -- Go Ask Alice ("drugs," "language," "sex"), Vonnegut's Slaughterhouse-Five ("profane," "sex," "dirty," "blasphemous"), Huxley's Brave New World ("drugs," "un-American," "anti-Christian"), Twain's The Adventures of Huckleberry Finn ("racist trash," "un-American"), Claude Brown's Manchild in the Promised Land ("sex," "language," "blasphemous," "dirty"), Heller's Catch-22 ("language," "sex," "unpatriotic"), Steinbeck's Of Mice and Men ("language," "sex," "profane," "against everything holy"), and The Grapes of Wrath ("language," "sex," "profane," "against everything holy," "outdated and bad history"),

and the two most widely censored books in America today, Judy Blume's Forever ("so filthy I couldn't touch it," "sex, unrelieved sex," "pure garbage") and J. D. Salinger's The Catcher in the Rye ("utter filth," "impure," "that word," "totally without any redeeming qualities"). Obviously, I could be wrong a title or two, but given the most recent attacks, I think I'd be more often right.

And to those generally adult and less contemporary titles, we could easily add a number of good to great young adult novels -- Robert Cormier's The Chocolate War and After the First Death ("violent," "crude"), Fran Arrick's Tunnel Vision ("depressing"), Sandra Scoppettone's Happy Endings Are All Alike ("lesbianism," "rape," "violence"), Rosa Guy's Ruby ("lesbianism," "alienation and talking back to parents"), and at least two other books by Judy Blume, Deenie ("masturbation") and Are You There, God? It's Me, Margaret ("sex," "general filth," "too mature for teenagers").

Why is censorship on the increase? I can't pretend to be a sociological analyst, but I can make some reasonably intelligent guesses. The so-called "new realism" in children's and young adult books has offended many parents. Teachers and librarians are often more militant. Textbooks or library books are often more open and honest and use situations or ideas that offend religious, or traditional, or conservative parents. School taxes are up, inflation is unbelievable but very real, and moral laxity and situation ethics abound. Citizens can't fight city hall, or so the American myth goes, and they can't stop the dirty books from being sold or the local drive-in from showing filthy movies or the television networks from sending out unwholesome situation comedies. What they can do -- and for many people, the only way they can fight reality and contemporary problems and money problems and stubborn children -- is attack the schools and whip them into shape by controlling the choice of textbooks and censoring offensive books in the library. Their choice may sometimes seem to us strangely illogical and intellectually dangerous, but the increase in censorship incidents suggests the choice is a common one.

We are aware that our choice of books for the classroom or the library inevitably invites censorship. Why do we select books for our young people? We choose some books to get to the reluctant readers (and they are legion). Librarians and English teachers are doomed to be frustrated messiahs (and sometimes Cassandras) determined to make all humanity read and preferably

to make them love to read. Even better, we'd prefer kids read better and better books, more literary, more sophisticated. Our frustration and kids' reluctance forces us to consider or purchase and recommend books that aren't particularly well written but have a great appeal to the young, for example Go Ask Alice or anything by Rod McKuen. Those books may be intriguing or "relevant," to use a horrible bit of jargon, but they often irritate or alarm parents who have no idea of the reality of poor readers that face teachers or librarians. And we choose books of another sort equally likely to get the attention of the would-be censor, books with less immediate interest to some young readers but significant modern literature any library should stock to deserve the name of library. And books like Steinbeck's Of Mice and Men and In Dubious Battle and The Grapes of Wrath, Kesey's One Flew Over the Cuckoo's Nest, Heller's Catch-22, Malamud's The Fixer and The Assistant, Ellison's Invisible Man, Welty's Delta Wedding, Herbert's Dune, or Wright's Native Son deserve honored places in school libraries, not because the mass of kids will read them easily or avidly but because some kids can reach out, no matter how tentative, towards books with depth and honesty and perception, in other words, books that reflect views of reality and humanity. And these books, like many others, will sometimes, perhaps often, make the censors' hit lists.

But then what won't or can't? In the May 1980 Missouri English Bulletin, Ed Jenkinson's article "Sixty-Seven Targets of the Textbook Protesters" suggests that for any text or any library book there are a multitude of reasons for attacking and censoring, from labeling a book "secular humanism" to calling the book "Soviet propaganda" to arguing that a book "denies (or denigrates) our American heritage" to noting that the author of the book is reputedly a homosexual to pointing out that the book is about the "supernatural" to suggest that the book is filled with "depressing thoughts" and so on and on and on and on and on. Given a book that deserves attack, for whatever the reason, censors will find reasons to attack. That is a fact of life teachers and librarians must face.

My prophetic ability is limited and pathetic. I have trouble spotting trends in English teaching (and that's the only racket I've known for years) until they're here. But based on what I know about censors and censorship, it's not particularly difficult, unhappily, to guess what we'll see in the 1980s. We'll see many individuals, supposedly or really acting for them-

selves and representing no organized group, become bolder and bolder about attacking teachers and librarians. We'll see a continuation of the censorial pressure groups, particularly the Eagle Forum and the Moral Majority. They may not last forever, though it sometimes seems they have already, but I see no diminution in their efforts for years to come. We'll see some librarians, and not just a scattered few at that, who will continue to act as moral or literary or sociological censors or who will continue to aid and abet censors by being unprepared or unprofessional or gutless. Those predictions are safe and deadly certain. I wish they were not but they are.

Let me open my catalogue of censorial culprits with individuals who have caused and will cause problems for teachers and librarians. A few will seem funny or pathetic, though whether they were to the teachers or librarians attacked is something else. In St. David, Arizona, the head of a committee to review and remove offending books from the library agreed with the banning of Steinbeck's Of Mice and Men. She added that she had not read the book but that she understood "every other word or so was vulgar language." (Tempe, AZ, Daily News, July 10, 1981, p. A-2) One husband and wife team examined textbooks in the Glendale, Arizona, School District and found much to alarm them. The last paragraph of their commentary reads as follows (since a series of descriptive terms is supposed to rise in importance and wrath, notice the last item, presumably the high point, in the series):

> The preceding examples represent only the tip of the iceberg. The contents of many of the books we reviewed promote negativism, hopelessness, dreariness, depression, violence, discontentment, abortion, socialism, drug abuse, promiscuity and feminism.
> (Phoenix Gazette, June 25, 1981, p. A-6)

Perhaps the saddest or funniest or dumbest example of an individual censor where logic runs mad concerned Judy Blume. She was "once accosted by a local mother who was so upset by two pages in Then Again, Maybe I Won't about wet dreams that she ripped them out of her son's copy. 'What if they had been about a girl's menstruation?' Mrs. Blume asked her, 'Would you still have torn the pages out?' 'Oh no,' the mother replied, 'that's normal.'" (Judy Blume interviewed by Justin Wintle in Justin Wintle and Emma Fisher, The Pied Pipers: Interviews with the Influential Creators of Children's

Literature, New York: Paddington Press, 1974, p. 308)

Some individual censors do not seem at all funny, only dangerous and messianic. One assistant principal in a local high school objected to selling Segal's Love Story in the school's bookstore. I suppose that would have been no great loss and no great problem had not the administrator been interviewed by the local paper. There the school-censor went a bit further when he said, "We don't wish to have any controversial books in the bookstore or the library." ("Teen Gazette," Phoenix Gazette, April 3, 1971, p. 2) I wonder if he had the slightest glimmer what he really said. Perhaps he didn't care, but a number of readers, many of them potential censors, smirked when they read those words. Librarians did not smirk.

In February 1977, one parent in the Central Community District of Elkader, Iowa, objected to several texts published by Ginn. Claiming that the books were designed to "undermine our American and Christian principles by subtle planting of ideas and negative approaches . . . [illustrating] disrespect for authority . . . [and using] bad language," the parent went through the texts line by line, word by word, and found much to object to. I'll cite a few of her objections, not because some of them are all that funny, but to suggest the lengths to which some censors will go in searching for and finding evil in a book.

Call It Courage (Armstrong Sperry's book or a section of it for sixth grade)

> [Objections] "Violence. A boy on an island alone is being chased by native man-eaters. The terror of the chase is described. [Here she provides four quotations.] Such violence is an emotional drain upon our children, which is absolutely unnecessary."

James Thurber's "The Night the Ghost Got In" (for seventh grade)

> [Objections] "Police shown as ignorant, rude, and lacking respect for personal property. [Of three examples, these are the last two.]
>
> p. 54. line 16 "Police speaking -- nekked', 'The lady seems historical' (poor grammer) [sic]
>
> p. 55, line 9 'cops were reluctant to leave without getting their hands [on] somebody'
>
> Casts doubt upon the motive of law enforcement officers."

Daniel Keyes' "Flowers for Algernon" (presumably the short story, eighth grade)

> [Objection] "Presents a retarded who is experimented upon and becomes extremely intelligent only to revert back to his former self. Faces cruelty of fellow workers and the insensitive treatment of some of his doctors. [One example quoted.] This would be an extremely revolting story to anyone whose friends or loved ones were retarded."

Near the end of the comments objecting to what she calls "UPLIFTING THOSE WHO OPPOSE AMERICAN PRINCIPLES," the parent writes to the school board, "The following are all given respected position in the Middle School literature; Ogden Nash, Gwendolyn Brooks, Dick Gregory, Langston Hughes, Woodie Guthrie, Black Muslims, Joan Baez, Malcolm X, American Civil-Liberties Union. It is a matter of public knowledge that all are known communists or subversive revolutionaries and sympathizers."

If all this sounds like one more flaky censor irritated exclusively by texts, she then went for a library book, S. E. Hinton's The Outsiders. She told the school board that Hinton's novel "presents an open and deliberate conflict between two gangs of youth . . . rich vs. poor. Of the 156 pages in the book, at least 50 of them contain examples of questionable moral values." Though I know you're dying to hear all fifty examples, I'll cite just a few just as she wrote them:

p. 6. "We steal things"	p. 14. smoking
p. 7. & 8. gang fights	p. 15. carrying a switchblade
p. 10. gang drinks	p. 16. planning drinking
p. 11. bragging about stealing	p. 16. & 17. stealing
p. 12. "famous for shoplifting"	p. 20. stealing, disrespect for police,
p. 12. disrespect for police	sneaking into movie

I'm sure all of you wewre just as horrified as I was to hear of all those evil things and evil deeds and evil thoughts in The Outsiders, and I'm sure as I read those brilliant insights to you, we silently vowed to remove Hinton's book from our libraries when we return home.

Of all the individuals censoring books today, no two people have become as famous or infamous as Mel and Norma Gabler who have developed a personal vendetta against textbooks into a business. Longview, Texas, was unquestionably unknown to most teachers and librarians before the Gablers

opened their drive to keep the schools and libraries safe from the twentieth century and established Educational Research Analysts. I'm sure there's very little point in talking much about the Gablers, what with their exposure in national magazines and on national television, but it's worth remembering what the Gablers believe.

> Until textbooks are changed, there is no possibility that crime, violence, venereal disease, and abortion rates will decrease. If all the problems of our world were suddenly resolved but textbooks remained unchanged, most of these same problems would soon return because of what is being taught our children in classrooms. (Dena Kleiman's "Influential Couple Scrutinize Books for 'Anti-Americanism,'" New York Times, July 14, 1981, p. C-1)

The Gablers have become known for their ability to pick every piece of literature apart and to detect evil in all books and all people, save themselves and a few followers. In one review of a literature text, the Gablers found fault with Poe's "The Cask of Amontillado":

> "Gruesome, murderous, bizarre content. Not suitable for a literature class."

There's no question but that the Gablers are much admired by censors and much involved in sending out materials of all sorts, including line-by-line examinations of many standard texts for elementary and secondary schools. They are the basic source to consult if one questions the value of any school material. Representative Bob Stephenson of Colorado recently worried that "secular humanism" was being taught in Colorado schools. He compiled a list of textbooks widely used in the state (he requested 181 schools for information and got back 51 responses) and announced his plans to send the list to Mel and Norma Gabler. He said, "They'll be able to tell me in a minute which texts are inundated with humanism." (Denver Post, "Contemporary" supplement, April 4, 1982, p. 22) Most materials about the Gablers, at least that likely to be read by us, is either neutral or unenthusiastic. If you'd like to read a book which is nothing more than a paen to the Gablers and their battles for purity and nobility, get a copy of James C. Hefley's Textbooks on Trial (Wheaton, Illinois: Victor Books, 1976).

The best example I know of the individual censor who feels God has given power and insight and the duty to control the world to the censor was a woman interviewed years ago by a reporter from the Knoxville News after

she had stirred up trouble for a touring company of Somerset Maugham's Rain. The woman admitted she had neither read nor seen the play but she added:

> We do not fear the effect which such a play would have on us. We of the D. A. R. and the United Daughters of the Confederacy have had the advantages of education and travel and have been prepared for such things. Such a play would not injure us; it would only disgust us.
>
> But there are other women who have not had these advantages, and there are the young people who are inexperienced in the problems of life. It is for their benefit and protection that seek to prevent the showing of such plays in Knoxville.
>
> Such a play would not injure me, but I have seen the world. Nobody knows the world better than I. No woman has had greater educational advantages, has been more in social life, or has traveled more than I. I am able to judge of the temptations that come to the young and the inexperienced. It is the duty of us to protect those who have not had our advantages.

The Gablers and other individual censors probably remind us of what Ed Farrell said in the January 1981 English Journal, they "take the work literally and the world grimly." ("Literature in Crisis," p. 16) Those censors should also remind us that many people would prefer that schools and libraries concentrate exclusively on basic skills and transmitting the traditional (whatever that means) values to young people. I've talked so much to English teachers about what I think is important about literature, and I tend to suggest that there are at least five reasons why literature is worth our time in class: (1) literature provides enjoyment and relaxation; (2) it allows kids to see themselves and their problems perhaps a bit more objectively; (3) it provides vicarious experiences beyond the possibilities of anyone's lifetime; (4) it exposes kids to other values and totems and taboos and consequently challenges young people's ideas and values and beliefs; and (5) it allows young people to see the world is neither all good nor all evil but all human. Those points seem to me sensible, and I sometimes forget that the censors look at those values and would question every one: (1) literature is a frill, useless save for the idle and antagonistic to the protestant work ethic; (2) it is valuable only if it reflects

parental moral values; (3) it is valuable only if it uplifts and enhances and ennobles and improves people; (4) it should idealize life, not reflect reality or ugliness but only encourage optimism and happiness; and (5) it should not challenge values or turn young people from the tried and true and traditional.

In effect, any librarian and any English teacher soon learns that we must educate two populations if we are to survive and if we are to stand the slightest chance of educating anyone, our students (the easiest audience) and their parents (and we usually ignore or forget them at our own peril). Perhaps we ought to worry a bit more about that second group that we have ignored.

Second in my catalogue are those organized groups that continue to plague us. The names may change, but organizations like Save our Schools (SOS), The Committee for Positive Education, America's Future, Inc., Young Parents Alert, Save Our Children, The Heritage Foundation, the National Congress for Educational Excellence, Parents Who Care, and Concerned Citizens and Taxpayers for Decent School Books will be with us for as long as I can foresee. My favorites of these organizations are those with cutesy-pie acronymns, Committee Advocating a Voice in Education (CAVE), Citizens United for Responsible Education (CURE), American Christians in Education (ACE), People of America Responding to Educational Needs of Today's Society (PARENTS), and my all-time favorite, Let Our Values Emerge (LOVE). The most powerful is almost certainly Parents of New York United (PONYU) who were, at least indirectly, responsible for the school board of Island Trees, New York, going through its library and thus initiating the case of Pico v. Board of Education, Island Trees Union Free School District No. 26 now pending before the U. S. Supreme Court.

Phyllis Schlafly's Eagle Forum is an organization which has loudly announced that it does not favor censorship but rather asking (or forcing) librarians to balance their liberal collections with some conservative books. Although Schlafly argues that her group never favored censoring any books, anyone who has faced local or State Eagle Forum people may question that. In a recent and quite painful censorship battle in St. David, Arizona, the Eagle Forum meeting was attended by all five board members and the superintendent, and one of the handouts hinted that if censorship were not at the base of the Eagle Forum philosophy, it wasn't very far from the

thinking of individual Eagle Forum members. The handout urged parents to be on the watch for textbooks and teaching methods (and by implication, library books as well) that portrayed parents in a bad light or showed a downgrading of respect for parents. It also urged parents to note situations or materials or books which contained "profanity; excessive cruelty, violence and horror in stories and pictures; continued depressing and sad stories; stories making euthanasia acceptable; stories that are not consistent with Judeo-Christian moral values (sex outside marriage, etc.); or lack of time spent on teaching basic skills (3 R's)."

Unquestionably, Schlafly does have one point with some validity, her suggestion and complaint that many librarians are politically and socially liberal, and their libraries sometimes do not have a balanced collection of liberal and middle-of-the-road and conservative books and materials. In the January 1982 Newsletter on Intellectural Freedom, Judy Krug commented on that point raised in the November 1981 The Phyllis Schlafly Report. Krug was clearly not impressed with Schlafly's bombast, but she did approve of Schlafly's point that "Books should be readily available to the general public and to students on all sides of controversial issues of public importance. But often they are not." Krug concluded,

> [One of] our responsibilities is to make sure all points of view are represented, and to accomplish this we sometimes bend the selection criteria. As librarians, we occasionally are faced with incompatible objectives, and we are sometimes unaware of our own biases. Despite the tone and the inacuracies, "How to Improve Fairness in Your Library" serves to remind us of both problems, and for that we are indebted to Phyllis Schlafly. Forewarned is forearmed. (p. 4)

Religious groups that censor worry me more. We will always have religious figures who say strange things, like the minister of the Victory Baptist Church in Burlington, Vermont, who said, "There's only one book that contains the totally inspired word of God. That is the King James version of the Bible of 1611," and he added that anyone who thinks otherwise "has no business calling himself a Christian." (Boston Globe, July 26, 1981, p. 2) Or the Rev. Vincent Strigas, co-organizer of the Mesa,

Arizona, Decency Coalition, who attacked Playboy and its ilk at the local convenience market. When some people suggested that denying those magazines a place on the newsstand raised a Constitutional issue, Strigas answered,

> Some people are saying that we are in violation of First Amendment rights. I do not think that the First Amendment protects people who sell pornographic materials. The Constitution protects only the freedom to do what's right.

More typical was the Rev. Linwood A. Hanson in "Choosing Literature" in the New England Association of Teachers of English Leaflet for May 1969. He wrote,

> As LSD would have the same effect on the body whether it was taken at home or in a hospital, so the same is true of degenerate literature and its effect on the mind. Many of those books also try to encourage the natural rebellious attitude of the young people toward their parents.
>
> . . .
>
> History teaches that no nation can stand that loses its moral values. Every English teacher who is a loyal American will be especially careful in the choice of literature for the reasons given above.
>
> . . .
>
> "Humanities" means humanism, which is a philosophy or religion that deifies man (makes him his own god) and ignores God and the Bible. It promotes the idea that "reason ought to be the slave of the passion."
>
> . . .
>
> This is in reality a religion that is anti-Christ, and therefore stands in opposition to the Christian principles that made America great. It is time to get back to the Bible which gives God's own true answers to the problems of life. Teachers who are satisfied to spend their class time discussing questions and books that raise problems are only displaying the fact that they have not found these answers.
>
> . . .
>
> I urge every teacher to have the spiritual strength to withstand

> all evil pressures and temptations in choosing literature for use in his classes. Christian teachers are content to use proper books and will not use the degenerate variety. Students need both teachers and books that are uplifting during their formative years. Young people may find it more exciting and fun to be assigned questionable books, but they will one day wish they had never heard of the teachers responsible for assigning the worthless trash being used by some teachers today. On the other hand, they will forever thank God for teachers who made them study books that were inspiring and uplifting.

And, of course, there is the Moral Majority. How many dangers that body of self-annointed saviors poses to teachers or librarians or educational at large I do not know, but if you listen Sunday mornings to Jerry Falwell, as I do, you may wonder at the gullibility of some people just as you will not wonder at his influence which is, in many fundamentalist circles, great indeed. What worries me more than Falwell are the state chairs of the Moral Majority. George A. Zarris, chair of the Illinois Moral Majority, said in December 1980 that librarians "ought to be happy" that people were taking an interest in examining library holdings. "I don't believe in censorship," he added, "but there is some stuff that is just so far out. . . Some people just want to see how much they can get away with. I would think moral-minded people might object to books that are philosophically alien to what they believe. If they have the books and feel like burning them, fine." (UPI dispatch, December 14, 1980) And the February 5, 1981, New York Times reported that the Rev. Dan C. Fore, chair of the New York Moral Majority, said, "I love the Jewish people deeply. God has given them talents He has not given others. They are His chosen people. Jews have a God-given ability to make money, almost a supernatural ability to make money . . . . They control the media, they control the city."

In a "confidential" letter (sent to thousands of people, I assume) from the Moral Majority and signed by Jerry Falwell, dated January 1, 1981, Falwell laments the influence of "offensive sex education" and "humanists" generally and suggests that readers of this letter

> Examine your public schools' libraries and textbooks for immoral, anti-family, and anti-American content. Arrange to see the films

shown in classrooms.

. . .

If you find obscene books [obscene is never defined], films, or other such material used by our young people in schools, please advise us right away.

Then Falwell adds,

. . . take into consideration, sometimes objectionable books and materials inadvertently find their way into good schools where no one intentionally did this. Always be reasonable and gracious. Nothing is ever accomplished by being unkind, belligerent, or violent.

The inevitable pitch for money follows soon after.

Falwell's point about being courteous and kind is well taken for his group, and it would be wise for teachers and librarians so to act. In Jane Adams' "Hers" column in the October 2, 1980, New York Times, Adams told about a woman who stopped by her house to present the Moral Majority point of view. When they discovered that they could be friendly and they had a few things in common, Adams asked the representative, "What is a sensible lady like you doing in the Moral Majority?" The woman explained that she was worried about the moral drift of the country, and she concluded, "I'm in the Moral Majority because they listen. And because they don't laugh." We have too often been guilty of laughing at people who are searching for a group with a philosophy and goals parallel to their own. I believe the Moral Majority is out to sanitize our libraries and classrooms with their moralistic little Tidy-bol cleanser kits to remove any touch of humanity. I also believe that it's obvious why some people will flock to join the chosen in the Moral Majority and why those people feel the contempt for teachers and librarians that we too often create through our own condescension and arrogance. If the Moral Majority and other fundamentalist groups do not trust educators, we must take at least some of the credit for that distrust.

Before I go on to some librarians, third in my catalogue of censors, I'd better say that I am not a librarian nor have I ever been a member of that party. When I first taught English in a small western Iowa farming community, I was the school librarian in charge of a mammoth collection of perhaps four or five hundred books, but I was also line coach in foot-

ball, director of school plays, in charge of speech contest work, ninth grade basketball coach, assistant baseball coach, and editor-in-chief of the school newspaper. I also taught English in my spare time. That preparation gives me no right to speak to librarians about the problems of librarians who censor or who aid and abet censors. My right, if I have one, comes from my more than thirty years of teaching English. English teachers and librarians are natural friends and allies if kids are going to get the kind of education they deserve. What I say about librarians troubles me even more about English teachers, and you'll have to keep that in mind as I talk.

Librarian censors come in three sometimes overlapping varieties, moral censors, literary censors, and sociological censors.

Librarians who censor for moral reasons are not all that difficult to find. The high school English teacher who asked me, "Ken, why let your students read all that modern pornography like Hemingway or Steinbeck?" was not all that different from several librarians I've known who kept their libraries morally sound at the expense of education. Obviously, I'm not asking librarians to add Henry Miller or Hustler to their collections, but I would ask that they include important modern novelists like Malamud and Kesey and Heller and Updike and Kosinski to their collections. One school librarian told me last year, disgust painted over her face, that all her kids wanted to read or talk about was cars and sex and sports. Perhaps she was right, but I couldn't help wondering what most adults would do for conversation if all three topics were suddenly forbidden them. Sex does enter the lives of young people, and they do want to read about it. Doubtless this establishes their inherent barbarism, but nonetheless sex does belong in the library. So do other facets of reality. Unhappily, some librarians would deny the need for books with anything anyone might object to, particularly anything that could be attacked as "filthy" or "suggestive" or "pure filth" or "sex, nothing but sex -- don't kids ever think of anything else?"

One of Patty Campbell's "YA Perplex" columns in the December 1978 Wilson Library Bulletin infuriated a Pennsylvania school librarian. Campbell had merely suggested that several honest and realistic books might be worth reading and stocking. The school librarian wrote,

> There are rapes, murders, gang wars, and promiscuity. This is true, but is it not also a fact that there is love, family life, happiness, and decency in this world? The answer is yes. I tire of reading reviews about murder, cheating, and teenage pregnancy. I wish those who write about happiness, love, and family would come out of hiding and write and write and write some more.
>
> Do I want our teens to see a sugarcoated world through rose-colored glasses? Why not? Is there anything wrong with reading about the good things that happen? After finishing a book, is it wrong to have an honest-to-goodness warm feeling because something nice happened in it? Is it wrong for a character of fiction to say "gosh darn" instead of "damn it"? . . .
>
> In my library censorship lives, and I'm not ashamed or afraid to say it either. . . . To all you so-called liberal librarians out there in city of country school now condemning this letter, I say to you: "The kids of today are great! Do you want to help give them a boost or a bust?"
>
> (Wilson Library Bulletin, February 1979, p. 421)

Another librarian attending (an ALAN meeting and an NCTE meeting) apparently had heard enough talk of Sandra Scoppettone and Isabelle Holland and the like. She walked out and left a criticism of the speeches which read, "All this talk about those books. I know there's sex and lesbianism, but they're not noble." I suppose she intended readers of that to be impressed with her moral fiber. I was depressed by her incredible naivete and ignorance.

And there are some moral censors-librarians who want others in power to do the censoring. One librarian objected to the word bastard in Thomas Rockwell's How to Eat Fried Worms so she marked out the word and replaced it with bum. She wrote about that neat little trick to the School Library Journal and ended her letter, "Censorship is tricky territory, but it could be prevented by responsible editorship." (September 1974) What she wanted was obvious and dangerous, editors that would preview any possible problems every book might cause and remove objectionable words, suggestive situations, controversial ideas, anything bordering on reality. In other words, precensorship of books. I'm sure she would approve a slightly different approach by the Follett Library

Book Company of Crystal Lake, Illinois, which inserted a "bookmark of caution" in books "considered objectionable by a significant number of customers." Some objections led Follett to poll customers and found that 92 percent favored continuation of the practice, hardly an endorsement of intellectual freedom or professionalism among librarians.

Moral censors-librarians sometimes pay lip-service to the "Library Bill of Rights," but I wonder if they've really read the interpretation of "Free Access to Libraries for Minors," particularly the amended version approved by the ALA Council on July 1, 1981. I doubt they have and I doubt it would make any impression on them were they to read it. Moral censors fear for the good of the young so deeply that they would protect their charges from anything that might contaminate them in any way. I wish they would recognize that protected innocence of any group all too easily becomes a defense of ignorance and only slightly extended becomes its own philosophical rationalization for prolonged ignorance. Ignorance is not only powerless to fight evil or defend good. Ignorance inadvertently becomes evil's ally against good. That is the heritage moral censors leave behind, and I hope it lies heavily on their consciences.

Literary censors-librarians are easier to find and certainly easier to spot. They worry that young people will not be exposed continually (and perhaps ever continuously) to the greatest books, and they take great pride in announcing their literary knowledge and their high standards to anyone who will listen. Most of them fall back on some variation of the "test of time" as the determinant in a book's value. Sometimes they add, as Lillian L. Shapiro did in her "Quality or Popularity? Selection Criteria for YAs" in the May 1978 School Library Journal, words to help us determine literary merit, terms like "objective judgments, discriminating taste, sensitivity . . . and intellectually stimulating." Literary censors often dwell lovingly over one of the oldest and stalest metaphors about reading. Shapiro commented on the junk food kids too often gobble down and added that parents should supervise what kids eat lest they eat too little that is wholesome. Then she added,

> Is it very different with food for the mind, or for the spirit? Don't the books they read, the films they see, and the television programs they view have an effect on our youth?

And the answer is, of course they do, but the effect of food (and kinds of foods) in terms of calories and nutrition is measurable in far more exact and scientific ways. That is simply, alas, not possible with books and films and TV shows, no matter how good or bad they may be. There are few other variables than food in determining body weight and caloric intake and nutritional problems. There are many other variables than youthful reading or viewing of TV or movies in assessing the conduct or action of young people. We are what we eat and drink may be accurate. The analogy to reading or viewing extends the metaphor to the point of absurdity.

Literary censors-librarians pride themselves on the quality of books stocked and the absence of poorer books, determined by whatever pseudo-objective standards they wish to apply. In attacking the Stratemeyer Syndicate books, especially Nancy Drew and the Bobbsey Twins, in the November 15, 1964, Library Journal, Margaret Beckman wrote,

> I disagree most strenuously that there is no harm done in reading the Bobbsey Twins and Nancy Drews, etc. There are only six to eight years in which a child can read, as a child, and there are so many wonderful books to be read he will never have time to read them all. To waste these few precious years reading the less than worthwhile is really a crime.

When I first read that, I felt relief that Beckman had had nothing to do with my reading when I was a child, much of which was junk by any standards I now know. But it was not junk to me then, and it led me to read better and better books. Whether that is a commonplace, no one knows and recent critics who argue that horrors like Bantam's "Sweet Dreams" romances will likely retard the later reading of young people tread on dangerous grounds since we have no idea whether that's true or was ever true.

Literary censors nearly always protest that they, too, do not favor censorship. Earlier in Beckman's article, she noted, "Let me make it quite clear, I am not advocating the banning of any books . . . I am only saying the Bobbsey Twins and others like them should not be in any school library." Neither would I so advocate they be there, that is the individual librarian's concern, but I know of no better example of class censorship than Beckman's argument. For those who can purchase

the books she despises, there is no problem. For the other young people denied the Bobbsey Twins or Nancy Drew or Tarzan or Zane Grey westerns or James Bond or any other works literary-censors dislike, the books may not have been banned but they have been effectively denied entrances to the hallowed halls of the library guarded by the Gorgon-librarians.

No librarian or English teacher would deny the importance of getting kids to read better and better books, if that is possible and it sometimes is, but to say that is not necessarily to deny kids the right or the easy opportunity to read junk, even trash. Several years ago, movie critic Judith Crist urged English teachers to see The Exorcist to tell young people that it's nothing "but a freak show." Her point was, "The teachers ought to be a guide in helping young people recognize trash." Well, yes, there's truth in the idea but the method she advocated, one too many librarians favor, seems to me psychologically and pedagogically all wrong. Doing what Crist wanted might help a few, but it would create a small body of young snobs or toadies and it would alienate and irritate far too many young people who would proceed to ignore the ideas and suggestions of teachers and librarians. We're already doing that to enough people. We do not need improved methods to do that.

Sociological censors-librarians may have once been rare, but they are now much easier to find. They wish to remove (or move to the archives or someplace safe) anything they object to as racist, sexist, agist, handicapist, anything that seems to them sociologically unsound or distorted. Their motives are pure and they are deadly sincere, just as all censors are deadly sincere and their motives are, to them, pure, even altruistic. All censors, by definition, want to protect others from all sorts of evils by denying others, usually the young, the right to read something the censors know is corrupt or dangerous or misleading or distorted.

Obviously, I'm thinking of the Council on Interracial Books for Children and its Bulletin. I admire their work, as I'm sure most of you do, but they sometimes puzzle me and they occasionally frighten me with their fervor. I enjoy reading the Bulletin and I have learned much from it. At the same time, I find its focus so incredibly narrow that I do won-

der at its popularity and influence. No other review journal has so limited and narrow a critical base. During some idle moments, I've wondered whether readers of the CIBC party line are really believers or merely modern day camp followers worried about pleasing the right people at the right time. Readers certainly can easily learn about selecting the wrong book for the right reasons (or the right book for the wrong reasons), and they can learn what books are likely to come under attack from liberal organizations. If they learn to collate the list from the left and the list from the right, they can create a master list of all books likely to come under attack from every direction and thus protect themselves as they emasculate their libraries. What would remain after this mighty purge is anyone's guess. We can be certain that there would remain no library worth anyone's time. But it would be safe, and if that's vital, then follow the CIBC on the left and the others on the right.

The CIBC steadily maintains that it does not censor books, and it does not. But its influence is far more widespread than it acknowledges, and more than one librarian (and I know this for a fact) has decided not to buy a book that received a poor review in the CIBC Bulletin though those librarians would never give the same credence to any review in Booklist or School Library Journal or any other source. Why? Simple explanation. They fear that their fellow librarians, often liberal, will brand the books and the sinners as racist or sexist. That may not be anything more than an idle thought some places in our country. In other places, the accusation would be serious and taken seriously, whether the brand is applied to something trivial like a copy of an old Nancy Drew mystery or something of genuine literary value like Harper Lee's To Kill a Mockingbird or Paula Fox's The Slave Dancer. Even more curious to me has been the strange kinds of reviews you'll see in CIBC's publications. In the Council's lengthy book of reviews, Human -- and Anti-Human -- Values in Children's Books: A Content Rating Instrument for Educators and Concerned Parents (1976) and it is a strange instrument indeed, a reviewer of Laurence Yep's Dragonwings found the book excellent, as I did, but apparently saw the need to add this last paragraph.

> The book, although highly recommended, does have a weakness. While oppression and racism are well described, blame is not placed squarely on the economic system which then, as now,

used non-whites for maximum profit.

I wouldn't quibble about the analysis of the reviewer, but I continue to be puzzled by a reviewer's comment that has absolutely nothing to do with Yep's fine book. A critic who sees a weakness in something the author never set out to do and could not do without severely altering the book is a dubious critic. Anyone who assumes that that is the only dubious remark in the book should read the review of R. R. Knudson's Fox Running on page 255. After some accurate and telling criticism, part of the review is given over to a castigation of the novel because it is not the novel the reviewer would have written and the novelist's philosophy clearly does not jibe with the reviewer's philosphy of running.

The clearest example I know of the sociological censor can be found in Bettye I. Latimer's "Telegraphing Messages to Children About Minorities" in the November 1976 Reading Teacher. Latimer wrote,

> I would like to see a concerted effort to remove classics that are racist, such as the Dr. Doolittle series, Little Black Sambo, the Bobbsey Twins, and of late, The Cay and The Slave Dancer. (p. 154)

Fine, How to do this, you ask?

> When we begin talking about removing books from shelves, some people become uncomfortable. They think of censorship and confuse it with selectivity. Censorship is the actural destruction of a book through banning, exiling [my italics] or burning it, so that no one has access to it. (p. 155)

Fourteen lines later Latimer added,

> I am not suggesting censorship for books that are racist-oriented. I am suggesting that we remove these books to archives. [again my italics] This will permit scholars and researchers to have access to them.

Whether exiling, which is a form of censorship according to Latimer, borders on remove these to archives, which is not a form of censorship according to her, and whether her words are not another example of doublespeak I leave to you to determine.

Librarians and English teachers who aid and abet the censors include most of us at one time or another. As the genius Walt Kelly entitled one of his Pogo books, We Have Met the Enemy and He Is Us, and

so sometimes we are.

In this group, I would include those who are woefully unprepared to face the censors when they come and they will. Librarians who do not differentiate between selection and censorship belong in this group. They should read the classic distinction drawn by Lester Asheim in his "Not Censorship But Selection" in the September 1953 Wilson Library Bulletin, just as they ought to read the briefer but more modern distinction made by Julia Turnquist Bradley in "Censoring the School Library: Do Students Have the Right to Read?" in the Connecticut Law Review for Spring 1978. Lee Burress once said, and I agree with him, that "The true opposite of censorship is selection."

I would include in this group those who do not keep up to date with censorship across the country by reading the Newsletter on Intellectual Freedom. I would add those who do not keep up to date and do not read recent court decisions involving censorship and the library, notably Minarcini v. Strongsville City School District in 1976 (Sixth Circuit U. S. Court of Appeals, Northern Ohio, Eastern Division), Right to Read Defense Committee v. School Committee of the City of Chelsea in 1978 (U. S. District Court, Massachusetts), and Michael Sheck v. Baileyville School Committee in 1982 (U. S. District Court, Maine). It would also mean reading the Amicus Curiae briefs in Pico v. Board of Education, Island Trees New York Union Free School in the Fall 1981 Freedom to Read Foundation News and the March 1982 School Library Journal. Pico, as you know, may be the most important court test of school library censorship, in this case the first case of its kind to be granted certiorari by the U. S. Supreme Court.

I would include librarians who basked in the certainty that everyone out there loved them and would support them no matter what and who refused to woo and win friends and supporters of the freedom to read before censorship strikes. Those librarians may deserve their fates, but their patrons and their books do not. Such librarians will not need to wait for the next world to get their punishment.

I would include those who do not distinguish between book critics and book censors and thereby enlarge the number of censors we all face. Book censors come to us demanding that we remove certain books, not merely to keep their children safe but everyone's children. Book critics

come to us wondering why we stock certain books or perhaps why we do not stock certain other books. They have that right, whether it's a school or public library, and I wish more people would care enough to exercise the right. To assume that critics are censors is often, through our actions, to make them that, indignant people no longer interested in finding out but only in seeking recourse. Most people haven't the foggiest idea how librarians go about selecting or retaining books. That they are ignorant may be the librarians' fault. Librarians can, with a lot of work and a bit of luck, convert some of those critics into supporters and friends of libraries.

Last in my catalogue of librarians who aid and abet censors I would add the fearful or gutless librarian. Some librarians, like some English teachers, are so cautious in selection that their libraries have nothing worth reading. These librarians occupy a subservient position in the community. Fearful and servile and gutless, they are objects of scorn and ridicule, the librarian equivalents of English teacher Ichabod Crane in Washington Irving's "The Legend of Sleepy Hollow," the prototype of the put-upon, unappreciated teacher. Gutless librarians play it safe, never venturing out where reality lurks, always making sure the books selected are non-controversial and harmless pad. I wonder if that wasn't the kind of librarian a Father Lawler had in mind when he wrote in the January 1966 National Decency Reporter about the influx of questionable books into libraries. He meant the following words to be complimentary, but any but the gutless librarian would be insulted. He wrote,

> After all, we all know that librarians are sweet, quiet women who love and promote only the best of books. I, personally, believe that the librarians of America were betrayed and misrepresented. I do not believe they were aware of what happened until it was too late.

Having now concluded my censorial pantheon, I'd like very briefly to suggest some things we can do in facing the censors. If I speed by these points, I do so only because you know them equally well. My little list should serve as reminders of things to do, nothing more.

1. Establish a selection policy and make it easily available to anyone who wishes a copy. Everyone should be held accountable to that policy.

2. Establish a policy on handling censorship when it comes. The policy should be clear, succinct, available to everyone, and applicable to everyone, no matter whether the complainant is the town drunk or the mayor or school board chair.

3. The policy should be renewed every year, not because it's a negotiable item (it isn't) but because boards change and boards forget. It's foolish to devote time to getting a policy established only to discover a board several years later is not even aware of the policy.

4. Continue (or begin) wooing and winning friends for intellectual freedom in the community.

5. Keep up to date with censorship conditions around the country, including recent court decisions that effect (or might effect) libraries.

6. Stay aware of organizations, local and national, involved in the fight against censorship. They might be of great help to you in time of trouble, particularly if you've established contacts before the trouble. The Office of Intellectual Freedom of the ALA is the most obvious beginning, but don't forget about your state organization or the National Council of Teachers of English or the American Civil Liberties Union. Diane Shugert lists many other groups in "A Body of Well-Instructed Men and Women: Organizations Active for Intellectural Freedom" in Jim Davis's NCTE publication, Dealing with Censorship.

7. Know the ALA's Intellectural Freedom Manual thoroughly. Know about NCTE's The Students' Right to Read (a new edition is promised for later this year). And know the Newsletter on Intellectual Freedom.

I'd like to think I respect people who censor, not because I like what they're doing but because they are clearly good, sincere, decent, patriotic, religious people. I'm willing to assume those characteristics are there without any proof of any sort. I wish they'd be willing to assume the same for me, but they almost never are. We are different.

And we are. What I am is a reader and that is what they are not. They rarely read or if they do, they read only "good" books, religious or patriotic books probably purchased at a Christian bookstore. Or they read those "bad" books looking for proof positive that the books are evil and must be driven from schools and libraries. Their reading of either their good or bad books too often blinds them to the real world. It may prepare them for the world to come, but it does a miserable job of

preparing them to face reality and responsibilities down here. Christ walked among the sinners and saved. Censors avoid the sinners lest they be contaminated. I wonder if that ever bothers God. I am sure that it rarely bothers censors, but then censors are, for me, absolute proof that God had a sense of humor.

Names and faces of individual censors or organizations may change, but I expect little more to happen. Censorship may increase greatly or diminish slightly, but I cannot conceive of its going away. As a nation, we are too much a product of the protestant ethic to readily endorse reading as anything less than a necessity for the young and anything more than a frill for the mature. We are too much a product of our puritan heritage to easily accept the aesthetic virtues of literature and too willing to see in literature a superstitious fear of the unknown. We are too politically naive and sociologically conservative to learn from our censorial mistakes. Instead we too willingly repeat those mistakes until they are finally hallowed as traditions. That was what Shirley Jackson was writing about in "The Lottery," and that is why censors recognize how very dangerous her story is.

This much I know. If our country is to achieve its promise and if the First Amendment is to have more than mere historical interest, it will be because librarians and teachers, particularly English teachers, worked to fight censors and save the books. And that I do deeply believe.

ARIZONA STATE
UNIVERSITY
TEMPE, ARIZONA 85287
DEPARTMENT OF ENGLISH

July 6, 1982

Ellen Cornelius
914 Main St.
Lynchburg, VA 24504

Dear Ellen:

Thanks for your note. Here are the [eight statements usually made by Eagle Forum or Moral Majority speakers] at least the ones I've debated with lately).

1. Librarians and teachers select, editors edit, but parents censor. Why are parents the only honest one of the four?

2. Librarians and teachers have given in to the demands of feminists and minorities to purge libraries and classrooms of offensive materials, offensive to them at least. Why won't librarians and teachers do the same for us?

3. Libraries do not have a balanced collection of materials presenting all sides of an issue. Where are the pro-life, pro-family, anti-homosexual, pro-creationist books?

4. Librarians seem to feel some need to provide sex books like Our Bodies, Ourselves and Show Me. Why do they insist on the values of this kind of filth?

5. Teachers and librarians apparently want to indoctrinate young people with their liberal attitudes. Why are most teachers and librarians so liberal, politically and otherwise?

6. Books and libraries and classrooms promote the permissive and moral relativism of secular humanists. Don't teachers and librarians realize the dangers of secular humanism?

7. Teachers and librarians, by promoting certain books and attitudes, have caused the decline of SAT scores which has led to a national literacy crisis. Don't teachers and librarians recognize what they have done? When will they learn?

8. We need to get back to educational, moral, and patriotic fundamentals. Our country was founded on those fundamentals, and it thrives on those same fundamentals. Don't teachers and librarians recognize what good people like Phyllis Schlafly and Jerry Falwell and other fundamentalists are trying to do to reverse the present immoral and un-American trends? Why don't teachers and librarians join these good people in the crusade to save America?

I think those were the ones pretty much phrased as I gave them at Boone. If not, change and improve any way you want.

Cordially,

Ken Donelson

KD:ml

INTELLECTUAL FREEDOM DISCUSSION GROUP SUMMARIES

Reconsideration of Library Materials Leader: Carolyn Caywood

The two basic purposes for reconsideration of library materials are, first, to give patrons the opportunity to express their concerns with the assurance that they will be considered, and second, to insure that the material in question receives a fair hearing. From this premise, discussion ranged far and wide and raised the following points.

I. There is a need for a clearinghouse for different successfully used selection policies, reconsideration forms, and procedures for implementation.

II. There is a need for further discussion and clarification of selection and reconsideration issues, including the following questions:

A. Can policies be designed with comprehensive principles which will cover all media/materials?

B. How should a reevaluation committee be chosen to insure objectivity?

C. What methods of in-service training have been used to provide guidance in handling patron complaint and reconsideration procedures?

D. What strategies and forms are used to respond to complaints about materials not selected for inclusion in collections?

E. Is the identification of library materials as "sponsored gifts" an acceptable practice?

F. Should materials which do not meet selection criteria be acquired when there are no other materials which represent one side of an issue?

Access Leader: Therese Bigelow

Using the 1981 Library Bill of Rights interpretation of access, discussion moved from a definintion of access to the more obvious methods of limiting access: restricted library cards, books under the counter or in locked cases, not allowing children use of the adult collection, differing hours for children's areas, restrictive interlibrary loan policies. The group as a whole supported the Library Bill of Rights and felt their library systems wre not guilty of the limitations listed above. Discussion then turned to (or rather, against) more subtle ways in which a child's use of the library might be restricted: staff attitudes, height of shelving in adult collections, limited use of av equipment and materials, unduly complicated procedures for obtaining library cards.

Intellectual Freedom and the Young Adult Collection Leader: Susan McEnally

Although much of the discussion concerned specific situations, two overall themes did emerge. The first was the importance of comprehensive selection policies and guidelines. In public libraries, this should include a statement of the young adult collection's purposes and functions and describe its relationship to the children's and adult collections. This would help prevent potentially controversial ya books from being discretely censored by placement in the adult collection, away from their intended audience.

Selection policiies which have strong administrative and trustee or school board backing are also often effective tools in diffusing patron complaints. The existence of carefully considered and faithfully followed policies for selecting materials validate the process.

The second thrust of the discussion centered on the necessity of a united front in support of intellectual freedom. School librarians were urged to involve teachers through materials selection committees and by making them aware of selection policies and Freedom to Read statements. Further, they should enlist the support of English teachers and principals as advocates of intellectual freedom. It was also suggested that school and public librarians form mutual support groups.

CRITERIA FOR EVALUATING EXEMPLARY

PROGRAMS OF LIBRARY SERVICE TO CHILDREN

1. Identification of the potential audience:

   a. potential in terms of numbers of children

   b. potential in terms of characteristics of children: special, sexes, races, etc.

   c. a needs assessment based on potential audience

   c. a statement of purpose or theme based on needs of audience.

2. Determination of measures of quality:

   a. a statement of goals and objectives for the program

   b. recognition of the long or short range value of the goals

   c. identification of professional standards which goals are determined

3. Adequacy of financial support:

   a. stated justification for funds to support the program

   b. relationship of expenditures to goals of program

   c. extent of funding in relation to need

4. Extent of cooperative agreements in the implementation of the program:

   a. involvement of other agencies

   b. knowledge and/or support of program in the rest of the institution (school or library)

5. Innovative aspects of the program which are different or better or above the commonplace:

   a. identification of characteristics which are especially effective in meeting goals

   b. unusual results due to innovations

6. Harmony of relationship with administration in the planning and implementation:

   a. evidence of effective communication with administration

   b. evidence of tangible support for the program in administrative decisions

   c. methods developed for communication up, down, and lateral

   c. adequacy of equipment, facilities, staff, and materials to carry out program

7, The worth and possibility of replicating the program:

   a. the value of the ideas and activities for other institutions

   b. program adaptability for other situations.

PLEASE RETURN ONE COPY TO:

Alice Naylor
Appalachian State University
Department of Library and Media Studies
College of Learning and Human Development
Boone, NC 28608

Telephone: 704-262-2243

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Carolyn Cody-Fuller

EXEMPLARY PROGRAM IN THE SOUTHEAST INVOLVING READING INCENTIVES AND PROMOTION OF APPRECIATION OF LITERATURE

SUMMARY

Author interviews have become popular in schools throughout the Southeast. Begun by Pat Scales at Greenville Middle School in South Carolina several years ago, these are telephone interviews with authors of children's books. Arranged in advance through publishers and the authors, they provide a way for students to have the benefit of author visits without travel expenses. Essential to the reading encouragement aspect of the program is the preparation for the interview by reading and discussion of the author's book. Questions are usually written out in advance and while not all students get to ask questions a large number of students can hear an author. These projects result in more enthusiasm about reading and a parallel increase in book circulation. Equipment required are a conference phone set from the telephone company and a suitable jack.

Summer reading is hardly innovative but continues to be a tradition in public library reading incentive efforts. In recent years there has been a trend toward statewide programs and programs which are more flexible and which downplay the quantity of books read. No longer do most libraries single out the child who reads the greatest number of books. In South Carolina, they have tried to combine the benefits of a statewide program with the freedom of a locally designed one. The State Library makes materials available at cost but each library is free to set its own requirements. Kentucky, led by the Louisville Public Library, has put out stylish materials for a Kentucky Reading Derby and for a Rockin' and Reading Program. Rather than using certificates, the library has used incentives such as free passes to zoos and museums and coupons for food. Both programs encourage wide publicity and media promotion.

The desire to read is best implanted at a young age, and libraries are increasingly reaching out to parents and other care givers. Story hours for toddlers have increased all over the country. In the Southeast Louisville Public Library's program has been very successful, and it now is offered in numerous branches. A winning photographic poster of father and child reading together has been used to publicize the program at which each child must be accompanied by a parent.

In the fall of 1980, the South Carolina State Library ran a statewide campaign to focus on the importance of reading with children. The slogan, "Share a Book with a Child" was used on posters, brochures, bumper stickers, small stickers, and book bags. Prerecorded radio spots were done by Joanne Woodward and Jesse Jackson and a television featured Ann Riley, wife of the Governor. Excellent local publicity helped make the project successful.

At the Laurel Bay Elementary School near Beaufort, South Carolina and the Parris Island Marine Base, "Daddy, Will You Read to Me?" encourages fathers to read to their children at least fifteen minutes a week. Other Marines were involved in reading to children whose fathers were on duty away from home. This simple idea has proved an excellent way to help promote lifetime reading

For further information on these projects please read the following articles or contact the person indicated.

Author Interviews

Wagner, Judith. "Call an Author," American Education, May, 1976.
Scales, Pat. "Spotlighting Readers and Writers," School Library Journal, October, 1976, pp. 75-79.
Dial An Author. Brochure distributed by Bantam.
Allene Holland, Claud A. Taylor Elementary School, 103 Ann Lane, Cayce, South Carolina 29033
Joan Sigmon, Beverly Woods Elementary School, 6001 Quail Hollow Road, Charlotte, N. C. 28210
Pat Scales, Greenville Middle School, 16 Hudson Street, Greenville, S. C. 29615

Share A Book With A Child

Jane E. Gardner, South Carolina State Library, 1500 Senate Street, P. O. Box 11469, Columbia, S. C. 29211

Daddy, Will You Read To Me?

Cecile Dorr, Laurel Bay School Library, Laurel Bay, S. C. 29902

Storytime Kits

Ginger Shuler, Children's Services, Richland County Public Library, 1400 Sumter Street, Columbia, S. C. 29201
Children's Services, Cumberland County Library, Fayetteville, N. C.

Reading Tournament

Carolyn Landrum, Children's Librarian, Spartanburg County Library, P. O. Box 2409, Spartanburg, S. C. 29304

R.A.T.S.

Pamela Robinson, Kershaw County Library, 1304 Broad Street, Camden, S. C. 29020

Book Wagons

A. Brian Merry Elementary School, 415 Boy Scout Road, Augusta, Ga. 30309

Paperback Exchange, RIF Man

Lennie Dover, E. M. Yoder Elementary School, Charles Street, Mebane, N. C. 27302

Learning Activities

Micro-computers, video production, curriculum related learning centers and competency based library skills programs head the list of outstanding learning activities in school and public libraries in the Southeast. Micro-computers are used as a learning activity in public as well as school libraries. Both offer a variety of software, including curriculum related educational programs and recreational games.

Video production is an important learning activity in school libraries. Many schools broadcast a weekly closed circuit T. V. program. This learning experience involves students in the techniques of video taping and the communication skills which relate to writing speaking and performing.

A major objective of the school library media center is to support the instructional program of the school. Learning centers designed to reinforce skills taught in the curriculum are another type of learning activity found in outstanding school media centers.

A variety of learning activities designed to provide students with basic library skills to make them independent learners in the media center are used by elementary, middle and high school libraries. Among the methods used to teach skills are; learning centers, audio visual aides, worksheets, games, pre and post tests, and in conjunction with a subject area.

All of these learning activities require planning and co-operation between media specialist and teachers.

EXEMPLORY PROGRAMS IN THE SOUTHEAST
RELATING TO PARENT/CHILD LEARNING ACTIVITIES

Probably the most startling report in the last decade relates that by the time a child reaches five years of age, he has developed approximately half of his intelligence. Those responsible for the growth and development of these preschoolers are PARENTS, CHILD CARE WORKERS, TEACHERS, LIBRARIANS, and all others whose work reaches young children.

Libraries in the Southeast have been moving in the direction of educating the young child through Parent/Child programs. Begun in 1974 by the Greenville County Library's "Parents and Little Kids" a program designed for parents with children under six years of age. The aim of Parents and Little Kids is to build a bridge for these children (0-5 yrs.) leading toward the acquisition of reading skills in later years.

Similar programs have been developed at the Anderson County Library (Anderson, S. C.) with their "Project Tot" (Teach Our Tots) program and also in Spartanburg at the Spartanburg County Library with their "Toys for Learning Children."

Spartanburg has also initiated a PAIR Project - which is a pilot project funded with LSCA funds through the State Library. Pair (Parent Awareness of the Importance of Reading) was developed to teach low-income housing developments as well as others with young children in day care facilities. Weekly visits are made to child-care classes, monthly visits to the prenatal classes at Spartanburg General Hospital. Bi-weekly programs are held at five housing developments.

There are some public school libraries in the Southeast who have responded to the need of educating the young child. The Toy Library at Claude A. Taylor Elementary School is one example. The Toys in this school are carefully selected and made available to parents with children 0-6 years of age who live within the school's attendance area. This program was originally funded by Lexington County School District #2 to supplement The Puzzle of Parenting, a series of programs on early childhood development sponsored by the South Carolina State Department of Education.

Besides parents/child involvement on the preschool level; librarians in the Southeast are maintaining the parent/child unity in elementary, middle and high school. One program involving parents of middle school children was started at Greenville Middle School in Greenville, S. C. Pat Scales, the librarian, meets with parents on a monthly basis to talk about children's and adolescent literature. Parents are issued library cards and are encouraged to read and discuss books with their children. The purpose of this program is to encourage better communication between parents and children through the use of literature and to create a positive atmosphere for intellectual freedom.

Another method used by school librarians to involve parent/child learning is the parent volunteer programs. South Gwinnett High School in Snellville, Georgia and Dyer Elementary School in Lawrenceville, Georgia recruit parents as volunteers through the PTA Volunteer Parent

Committees. The Chairperson of the PTA Volunteer Parent Committee schedules the volunteers to work during high priority times. Their work assignments include filing, shelving books, shelf reading, typing bibliographies, displays, etc.

Libraries are community resource centers. As such, librarians must expand their natural role as leaders in children's programming and reach beyond the children to include the parents. Parents must be led to understand the importance of carefully selecting and using children's materials available to them in their own homes. The fun of sharing and learning together is an extra dividend built into the whole program for parents and children. This dividend will grow as the years pass, and provide the key to eliminating the generation gap that in the past has destroyed and separated families.

CONTACT PERSONS FOR PROGRAMS MENTIONED IN THE
PARENT/CHILD LEARNING PROGRAMS

Parents and Little Kids
Carolyn Cody-Fuller
Greenville County Library
300 College Street
Greenville, S. C. 29601
(803) 242-5000

PTA - Media Program Partnership
Nora Sachett & Mildred Tilley
South Gwinnett High School
2288 Main Street
Snellville, GA 30278

Superheroes of Dyer
Felicity Bligh
Dyer Elementary School
713 Hi-Hope Road
Lawrenceville, GA 30245

Communicate Through Literature
Pat Scales
Greenville Middle School
16 Hudson Street
Greenville, S. C. 29615

Project PAIR
Carolyn Landrum
Spartanburg County Library
P. O. Box 2409
Spartanburg, S. C. 29304-2409

Toys for Learning Children
Carolyn Landrum
Spartanburg County Library
P. O. Box 2409
Spartanburg, S. C. 29304-2409

Claud A. Taylor Toy Library
Alleene Holland
Claud A. Taylor Elementary School
103 Ann Lane
Cayce, S. C. 29033

Project T.O.T.(Teach Our Tots)
Anderson County Library
Anderson, S. C.

PUBLIC LIBRARY

FORSYTH COUNTY

William H. Roberts
DIRECTOR

Robert E. Burgin
ASSISTANT DIRECTOR

SPECIAL SERVICES FOR SPECIAL CHILDREN

Children's Outreach Department
Timothy Jackson, Jr.
Head of Children's Outreach

In an effort to reach physically and mentally handicapped children in Forsyth County who, for whatever the reason, cannot reach other existing library service points, the Special Services unit of the Children's Outreach Department is designed to provide an experience in the enjoyment and importance of reading books, and an awareness of the availability of library service to children who would probably otherwise not be served by the library.

The person holding this position is trained in sign language and has skills which allows her to communicate with special children through storytelling, creative dramatics, puppetry, etc.

The types of children receiving special services may vary depending upon the nature of their disability. Here are some examples of the kind of children receiving Outreach services:

Hospitalized: Children who are being treated for brain, kidney, heart or other disorders; injuries due to accidents; leukemia and other blood disorders, etc.

Hearing Impaired: Total Communication using voice and sign language is the primary source of communication.

Physically Handicapped: Children with multiple birth defects and spinal disorders.

Developmental & Evaluation Clinics: Children that are emotionally disturbed or have seizures, where behavior modification and treatment are the principle goals.

Forsyth County School System:

Special Education Classes:

- Trainable Mentally Handicapped
- Educable Mentally Handicapped
- Emotionally Handicapped
- Learning Disabilities
- Hearing Impaired
- Autistic

Special Enrichment Centers: Day Care for children with various physically and mental handicaps including the profound and blind. The criterion used to establish Special Services depends largely upon the severity of the children's disabilities. An assessment is made by the department to determine these disabilities, and if the agency wanting our services meet the criterion, the program is initiated.

****** Given to teachers at introductory storyhour as explanation of type of service and goals of our program

PUBLIC LIBRARY

FORSYTH COUNTY

SPECIAL SERVICES FOR SPECIAL CHILDREN

Louise M. Pulley

PROGRAMMING INCLUDES: BOOKS, STORIES, PUPPETS, FLANNELBOARDS, CASSETTE GAMES, WORK SHEETS, FILMS, FILMSTRIPS. ACTIVITIES.

BOOK DEPOSIT COLLECTION: BOX OF PRESCHOOL BOOKS LEFT WITH CENTER FOR THEIR USE. SIMPLE STATISTICS RECORDS REQUIRED.

GOALS: PROGRAMS ARE PLANNED WITH THE FOLLOWING GOALS IN MIND:

* These goals are in addition to the prime goal of instilling a love of stories and books, and the joy and happiness they can bring to everyone.

1. Reinforce visual, auditory and tactile experiences.
2. Enrich and expand opportunities and experiences.
3. Reinforce Language Arts skills, listening skills and social skills. Improve attention span.
4. Group participation, teamwork, sharing.
5. Following instructions (from people other than regular authority figures)
6. Open themselves up to "outsiders", learn that others are concerned and love them too.
7. Be resource person/reinforce teachers units.

WE ASK THAT THE TEACHERS ASSIST US IN THE FOLLOWING WAYS:

a. Have the children ready, if possible.
b. Don't have quiettime or a story just prior to our time. Then the children are too restless to sit.
c. Be the disciplinarians, do not expect us to stop in the middle to shush the noise or separate the children. If one child is very disruptive, please temporarily remove him.
d. Teachers should join in the activities, assisting the children as needed.
e. Have statistic sheets on book usage ready; also have the room ready, furniture moved, blinds closed, etc.
f. Help us understand children's specific problems, if this would aid the child or the group. i.e. some children need more attention personally, some are afraid to participate, some cannot, etc.

THANK YOU FOR YOUR ASSISTANCE, AND WE LOOK FORWARD TO BEING OF ASSISTANCE TO YOUR OVERALL PROGRAMMING.

660 West Fifth Street • Winston-Salem, North Carolina 27101 • 919/727-2556

PUBLIC LIBRARY

FORSYTH COUNTY

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* These goals are in addition to the prime goal of instilling a love of stories and books, and the joy and happiness they can bring to everyone.

1. Reinforce visual, auditory and tactile experiences.
2. Enrich and expand opportunities and experiences.
3. Reinforce Language Arts skills, listening skills and social skills. Improve attention span.
4. Group participation, teamwork, sharing.
5. Following instructions (from people other than regular authority figures)
6. Open themselves up to "outsiders", learn that others are concerned and love them too.
7. Be resource person/reinforce teachers units.

WE ASK THAT THE TEACHERS ASSIST US IN THE FOLLOWING WAYS:

a. Have the children ready, if possible.
b. Don't have quiettime or a story just prior to our time. Then the children are too restless to sit.
c. Be the disciplinarians, do not expect us to stop in the middle to shush the noise or separate the children. If one child is very disruptive, please temporarily remove him.
d. Teachers should join in the activities, assisting the children as needed.
e. Have statistic sheets on book usage ready; also have the room ready, furniture moved, blinds closed, etc.
f. Help us understand children's specific problems, if this would aid the child or the group. i.e. some children need more attention personally, some are afraid to participate, some cannot, etc.

THANK YOU FOR YOUR ASSISTANCE, AND WE LOOK FORWARD TO BEING OF ASSISTANCE TO YOUR OVERALL PROGRAMMING.

660 West Fifth Street • Winston-Salem, North Carolina 27101 • 919/727-2556

PUBLIC LIBRARY

FORSYTH COUNTY

William H. Roberts
DIRECTOR

Robert E. Burgin
ASSISTANT DIRECTOR

SPECIAL SERVICES FOR SPECIAL CHILDREN
-Louise M. Pulley

BOOK COLLECTION PERTAINING TO HANDICAPS
CHILDREN'S OUTREACH DEPARTMENT

Baskin	NOTES FROM A DIFFERENT DRUMMER (all)	hb	nf
Baskin	THE SPECIAL CHILD IN THE LIBRARY	hb	nf
Burnett	THE SECRET GARDEN (cripple)	pb	jf
Butler	LIGHT A SINGLE CANDLE (blind)	pb	jf
Clifton	MY FRIEND JACOB (mentally retarded)	hb	ef
Cosgrove	KARTUSCH (blind)	hb	e-jf
Davidson	HELEN KELLER (deaf, blind, mute)	pb	j-nf
Davidson	LOUIS BRAILLE (blind)	pb	J-nf
Dreyer	THE BOOK FINDER (all)	hb	nf
Fassler	HOWIE HELPS HIMSELF	hb	ef
Gezi & Bradford	THE MYSTERY OF THE BLIND WRITER	hb	jf
Graff	HELEN KELLER Ideaf, blind, mute)	hb	j-nf
Greenberg	I NEVER PROMISED YOU A ROSE GARDEN(E.D.)	pb	a-f
Haskins	WHO ARE THE HANDICAPPED?	hb	nf
Heppner	INKY: SEEING EYE DOG (blind)	pb	jf
Kellogg	TELL ME THAT YOU LOVE ME, JUNIE MOON (multiple)	pb	a-f
Keyes	FLOWERS FOR ALGERNON (M.R.)	pb	a-f
Killilea	KAREN (CP)	pb	j-af
Killilea	WITH LOVE FROM KAREN (CP)	pb	j-af
Kirk	EDUCATING EXCEPTIONAL CHILDREN	hb	nf
Lasker	HE'S MY BROTHER (slow learner-LD?)	hb	ef

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 BOOKLIST PERTAINING TO HANDICAPS
Children's Outreach

Lasker	NICK JOINS IN (wheelchair)	hb	ef
Litchfield	A BUTTON IN HER EAR (deaf)	hb	ef
Litchfield	WORDS IN OUR HANDS (deaf)	hb	e-jf
Little	MINE FOR KEEPS (wheelchair)	pb	jf
Oneal	THE LANGUAGE OF GOLDFISH (ED)	hb	jf
Phelan	THE S. S. VALENTINE (wheelchair)	hb	jf
Rogovin	LET ME DO IT! (special activities)	hb	nf
Sesame St.	SIGN LANGUAGE FUN WITH LINDA BOVE	hb	nf
	SIGNED ENGLISH DICTIONARY for Preschool & Elementary	hb	nf
Sobol	MY BROTHER STEVEN IS RETARDED	hb	nf
Stevens	THE LEARDING DISABLED CHILD: Ways That Parents Can Help	hb	nf
Sullivan	A SHOW OF HANDS (deaf)	hb	jf
Taylor	TEETONCEY (mute due to shock)	hb	jf
Wolf	ANNA'S SILENT WORLD (deaf)	hb	nf
Wolf	CONNIE'S NEW EYES (blind)	hb	nf
Wolf	DON'T FEEL SORRY FOR PAUL (amputee)	hb	nf
Zelonky	I CAN'T ALWAYS HEAR YOU (deaf)	hb	e-jf

CP - Cerebral Palsy
ED - Emotionally Disturbed
LD - Learning Disabilities
MR - Mentally Retarded

Prepared by:
Louise M. Pulley
SPECIAL SERVICES FOR
SPECIAL CHILDREN
4/16/82

PUBLIC LIBRARY

FORSYTH COUNTY

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SPECIAL SERVICES FOR SPECIAL CHILDREN
-Louise M. Pulley

FILM LIST: PERTAINING TO DISABILITIES;
FICTION, BIOGRAPHIES, STUDIES

BANG THE DRUM SLOWLY (Jr.-Ad) 38 Min. Friendship between big league baseball players, one of whom discovers he is dying of Hodgkin's Disease.

BLIND SUNDAY (Int.-Ad.) 31 Min. Young man blindfolds himself for a day to better understand life of a blind friend.

DAY IN THE LIFE OF BONNIE CONSOLO (Int.-Ad) 16 Min. How a woman born armless conquers everyday life by using her feet like hands.

GET IT TOGETHER (Jr.H-Ad) 20 Min. Man lost legs in accident and his coping with life.

HELEN KELLER (Jr.H-Ad) 15 Min. Biographical - blind and deaf.

HIGH RISK, HIGH HOPE (Jr.H.-Ad)25 Min. Study of the learning disabled child - filmed in Winston-Salem.

LEO BEUERMAN (Int.-Ad) 13 Min. Multi-handicapped man's inspiring spirit.

LITTLE BIGOTS (All) 11 Min. Pantomime and rhyme to prevent prejudice about people who are different.

LOST PHOEBE (Sr.H-Ad) 30 Min. Loss of elderly man's wife leads to mental confusion and senility, resulting in tragedy.

MORRIS, THE MIDGET MOOSE (All) 8 Min. Cartoon about two moose with opposite handicaps, one has tiny antlers, and the other is tiny in size but with huge antlers!

PEEGE (Jr.H-Ad) 28 Min. Elderly woman in nursing home, seemingly oblivious of surroundings, but grandson tries to get through her mental loss with love and memories.

PHILLIP AND THE WHITE COLT (El-A) 23 Min. Mute boy and love of beautiful wild horse.

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FILMS PERTAINING TO HANDICAPS

PIGEON THAT WORKED A MIRICLE (El-Ad) 47 Min. Cripplcd boy who raises pigeons.

SURVIVAL RUN (JR.H-Ad) 12 Min. Blind runner enters a cross country race, with help of a friend.

THAT'S MY NAME, DON'T WEAR IT OUT (El-Ad) 26 Min. Delivery boy makes friends with deaf child (child lipreads, no signing in film)

THOUSAND CRANES (Int.-Ad) 24 Min. Children of Hiroshima and after-effects of radiation

THE TRULY EXCEPTIONAL: CAROL JOHNSTON (Int.-Ad) 15 Min. True story of a one-armed gymnast

WEDNESDAY'S CHILD ((Jr.H-Ad) 25 Min. Pertaining to genetic counceling and prevention of birth defects.

Misc. Films with some handicapped characters:

A Christmas Carol - crippled boy
Heidi - crippled girl
Hunchback of Notre Dame
Thumbelina - 2" tall girl
Steadfast Tin Soldier - one-legged toy soldier
The Sneetches (Dr. Seuss) about prejudice, showing that being different doesn't matter
The Toymaker - about prejudice, the puppets discover their differences, and the puppetmaster must step in to explain that differences don't make anyone better or worse.
Of Human Bondage - club-footed man

Prepared by:
Louise M. Pulley
SPECIAL SERVICES FOR
SPECIAL CHILDREN
7/15/81

THEME: FROGS, FROGS, & MORE FROGS!

SPECIAL SERVICES
MONTHLY PROGRAMMING
- Louise Pulley, F. C. P. L.

WEEK

PROGRAM I : YOUNGEST

BOOKS: Frog and Toad Together

MISC.: Activity: Five Little Froggies Jumping in Bed
Frog Puppet: (tell) Froggie Who Wanted to Fly

FILMS: Froggie Went A'Courting

PROGRAM II : MIDDLE

BOOKS: Froggie Went A'Courting
The Old Bullfrog

MISC.: Activity: Same
Puppet: Same

FILMS: Foolish Frog or
Tadpole Tale

PROGRAM III : HOSPITALIZED, LEARNING DISABILITY, EMOTIONALLY DISTURBED, OR OLDER

BOOKS: Strange Story of Frog Who Became a Prince
The Frog Prince

MISC.: Activity: Same where possible
Puppet: Same

FILMS: Foolish Frog and Tadpole Tale

PROGRAM IV :

BOOKS:

MISC.:

FILMS:

SAMPLE PROGRAMS:

THIS SHEET SHOWS A BASIC PROGRAM WITH ADJUSTMENTS ACCORDING TO THE HANDICAP LEVEL. NOTE THAT THIS DOES NOT REFER TO AGE LEVEL EXCEPT WITH NORMAL INTELLIGENCE GROUPS, (PROGRAM III)

PUBLIC LIBRARY

William H. Roberts
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ASSISTANT DIRECTOR

SPECIAL SERVICES FOR SPECIAL CHILDREN

Children's Outreach Dept.

1981-82 Louise M. Pulley, Coordinator

32 School Classes: (7 Schools) (10 programs, alternating weeks)
EMH - 9 Lang. Delayed - 2
TMH - 7 Autistic - 1
LD - 7 Profound - 1
EH - 5
HI - 1
Total attendance - 352 (teachers & children)

6 Institutions: (6 programs plus rooms)
Amos Cottage - 25 avg.
Baptist Hospital (Ped. Floor) - 25 avg. (rooms)
Children's Center - 25 avg.
Child Guidance Clinic - 14 avg.
Mental Health Preschool Enrichment - 12 avg.
Forsyth Hospital - Ped. Floor - 10 avg. (rooms)
Total attendance - 111 avg.

3 Special Enrichment Centers: (3 programs)
Burkhead Preschool for Deaf - 10 avg.
Macedonia Spec. Enrichment - 38 avg.
N.W. Ministry Developmental - 35 avg.
Total attendance - 83 avg.

TOTAL BI-MONTHLY ATTENDANCE - 546

2 Programs/Month - Average Attendance 1,000+
each group 38 programs
plus hospital rooms

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RESOLUTIONS

Adopted unanimously on June 6, 1982 by the participants of School & Library Service to Children: Crisis in the Southeast workshop in Boone, North Carolina. Resolutions Committee Chaired by Carolyn Sue Peterson, Orlando Public Library, offered for adoption by Winona Jones, Morgan Fitzgerald Middle School (FL)

Number 1

BELIEVING that children and young people are our most valuable resource, and

BELIEVING that quality library service is essential to the realization of their full potential as informed and enlightened citizens of the world community, and

BELIEVING that children and young people have the right to unrestricted access to the very best in information resources and services, and

BELIEVING that library services to children and young people in the southeast has reached a crucial turning point,

We the participants in SELA School and Children's Librarians Section's Landmark Conference, Crisis in the Southeast,

Urge all librarians who work with children and young people to recognize the benefits of improved and on-going communication and cooperation and to actively work to establish cooperative efforts at the local, state, and regional levels, and

Call upon librarians who work with children and young people to improve communication with administrators and with the community in general in an effort to ensure improved support of children and young peoples services in terms of adequate budget and personnel, and

Urge librarians who work with children and young people to fully support ALA's statement on intellectual freedom and to resist efforts by potential censors to circumvent established policies and procedures for dealing with challenged materials, and further, to support their colleagues in defense of these principles, and

Urge librarians who work with children and young people to stay abreast with technological advances and to familiarize themselves with the entire range of continuing education resources.

Number 2

WHEREAS quality library service is essential to the development of a child's full potential, and

WHEREAS the provision of quality service is dependent upon librarians who are well versed in all aspects of librarianship,

BE IT RESOLVED that library educators integrate the unique aspects of children and young peoples services throughout all phases of library education.

BE IT FURTHER RESOLVED that library educators and professional associations make educational opportunities available to those serving children and young people to help them keep abreast of changes and advancements in the field, provide for professional growth, and career advancement.

Number 3

WHEREAS quality library service is essential to the development of a child's full potential, and

WHEREAS the provision of quality library service is dependent upon school administrators who recognize the value of school media services,

BE IT RESOLVED that educational curriculum for the training of school administrators integrate the unique aspects of school media services throughout all phases of their educational program.

Number 4

[Exception: adopted with 2 dissensions]

WHEREAS the Supreme Court of the United States has found that unequal rights have a detrimental effect on the development of children and young people,

BE IT RESOLVED that ... SELA endorse the passage of the Equal Rights Admendment.

Number 5

RESOLVED that the School and Children's Librarians Section of the Southeastern Library Association establish two standing committees composed of school library personnel to study the standards of the Secondary Commission and of the Elementary Commission of the Southern Association of Colleges and Schools in order to serve in an advisory capacity to these commissions.

Note: Provisions should be made to insure continuity in the committee by having staggered terms.

Number 6

BE IT RESOLVED that enumerations of education professionals in Southern Association Standards expressly include the word "Librarians" to assure that everyone understands that they are included.

Rationale: Teacher, administrative staff, librarian, counselor, special education.

Number 7

RESOLVED that the school and children's librarians section present a program addressing issues relating to the selection and reconsideration of materials as soon as possible.

Number 8

RESOLVED that librarians develop effective cooperative efforts among themselves and with educational decision-makers at state & local level to implement strategies which will ensure that Educational Consolidation and Improvement Act funding is appropriated to provide adequate library & media programs.

DSL/6-82

School & Library Service to Children:

CRISIS IN THE SOUTHEAST

June 4-6, 1982 Continuing Education Center, Boone, North Carolina

EVALUATION FORM

AFFILIATION: ____Schools ____Public Library ____University
____State Library ____State Department of Public Instruction

PARTICIPATION: ____Presentor ____Participant ____Advisory Council

	LOW			MEDIUM		HIGH
1. Presentations						
Opening session						
Speakers	1	2	3	4	5	6
Content	1	2	3	4	5	6
Amount of new information/ insights gained	1	2	3	4	5	6
School and Public Libraries: Cooperative Efforts						
Speakers	1	2	3	4	5	6
Content	1	2	3	4	5	6
Amount of new information/ insights gained	1	2	3	4	5	6
Storytelling						
Storytellers	1	2	3	4	5	6
Olio	1	2	3	4	5	6
Relevance to me	1	2	3	4	5	6
Southern Association Standards						
Speakers	1	2	3	4	5	6
Content	1	2	3	4	5	6
Amount of new information/ insights gained	1	2	3	4	5	6
Getting our share of the Pie						
Speakers	1	2	3	4	5	6
Content	1	2	3	4	5	6
Amount of new information/ insights gained	1	2	3	4	5	6
Intellectual Freedom						
Speakers	1	2	3	4	5	6
Content	1	2	3	4	5	6
Amount of new information/ insights gained	1	2	3	4	5	6
Exhibits						
Effectivesness	1	2	3	4	5	6
Presentations	1	2	3	4	5	6
Relevance to me	1	2	3	4	5	6
Exemplary Programs in the Southeast						
Speakers	1	2	3	4	5	6
Content	1	2	3	4	5	6
Amount of new information/ insights gained	1	2	3	4	5	6
Conference Resolutions						
Significance	1	2	3	4	5	6
Content	1	2	3	4	5	6

	LOW		MEDIUM			HIGH
2. Overall Planning and Content of of Conference	1	2	3	4	5	6
3. Conference Format	1	2	3	4	5	6
4. Physical Arrangements						
Lodging	1	2	3	4	5	6
Meeting room	1	2	3	4	5	6
Meals	1	2	3	4	5	6

5. Length of Conference; About right_____; too short_____; too long_____

6. Location	1	2	3	4	5	6

7. Weekday Conference: prefer during the week_____; prefer weekend_____; no preference_____.

8. Do you expect to follow up on some of the ideas that were discussed at this conference? If so, which ones, and how?

9. How could this conference have been improved?

10. Other comments or suggestions:

110 persons attended. 41 evaluations returned. Not everyone answered every question.

School & Library Service to Children:

-(Not really clear)

CRISIS IN THE SOUTHEAST

JUNE 4-6, 1982 CONTINUING EDUCATION CENTER, BOONE, NORTH CAROLINA

EVALUATION FORM

AFFILIATION: 14 SCHOOLS 12 PUBLIC LIBRARY 5 UNIVERSITY
2 STATE LIBRARY 2 STATE DEPARTMENT OF PUBLIC INSTRUCTION

PARTICIPATION: 10 PRESENTOR 24 PARTICIPANT 4 ADVISORY COUNCIL

	LOW		MEDIUM		HIGH	
1. PRESENTATIONS						
OPENING SESSION						
SPEAKERS	1(1)	2(1)	3(7)	4(14)	5(13)	6(2)
CONTENT	1(3)	2(1)	3(7)	4(12)	5(10)	6(4)
AMOUNT OF NEW INFORMATION/ INSIGHTS GAINED	1(3)	2(7)	3(4)	4(14)	5(7)	6(2)
SCHOOL AND PUBLIC LIBRARIES: COOPERATIVE EFFORTS						
SPEAKERS	1(3)	2(2)	3(12)	4(10)	5(9)	6(1)
CONTENT	1(5)	2(2)	3(10)	4(12)	5(5)	6(1)
AMOUNT OF NEW INFORMATION/ INSIGHTS GAINED	1(8)	2(4)	3(8)	4(9)	5(7)	6(0)
STORYTELLING -(Best was Cuban girl)						
STORYTELLERS	1(0)	2(1)	3(2)	4(9)	5(8)	6(15)
OLIO	1(0)	2(1)	3(5)	4(6)	5(5)	6(11)
RELEVANCE TO ME	1(2)	2(4)	3(6)	4(8)	5(6)	6(8)
SOUTHERN ASSOCIATION STANDARDS						
SPEAKERS -(Difficulty in being heard)	1(1)	2(5)	3(9)	4(9)	5(9)	6(3)
CONTENT -(Why did you bother?)	1(2)	2(3)	3(7)	4(5)	5(11)	6(8)
AMOUNT OF NEW INFORMATION/ INSIGHTS GAINED	1(2)	2(2)	3(7)	4(2)	5(11)	6(12)
GETTING OUR SHARE OF THE PIE						
SPEAKERS	1(0)	2(0)	3(1)	4(3)	5(11)	6(16)
CONTENT	1(0)	2(0)	3(1)	4(4)	5(15)	6(12)
AMOUNT OF NEW INFORMATION/ INSIGHTS GAINED	1(0)	2(2)	3(2)	4(12)	5(10)	6(4)
INTELLECTUAL FREEDOM						
SPEAKERS -(spoke too rapidly)	1(3)	2(6)	3(6)	4(12)	5(10)	6(4)
CONTENT	1(1)	2(2)	3(10)	4(9)	5(14)	6(5)
AMOUNT OF NEW INFORMATION/ INSIGHTS GAINED	1(3)	2(7)	3(8)	4(11)	5(10)	6(2)
EXHIBITS						
EFFECTIVESNESS	1(0)	2(0)	3(6)	4(16)	5(14)	6(4)
PRESENTATIONS	1(0)	2(1)	3(6)	4(11)	5(15)	6(3)
RELEVANCE TO ME	1(0)	2(1)	3(7)	4(13)	5(14)	6(4)
EXEMPLARY PROGRAMS IN THE SOUTHEAST						
SPEAKERS	1(0)	2(0)	3(2)	4(10)	5(15)	6(13)
CONTENT	1(0)	2(0)	3(3)	4(8)	5(16)	6(14)
AMOUNT OF NEW INFORMATION/ INSIGHTS GAINED	1(0)	2(1)	3(4)	4(7)	5(13)	6(13)
CONFERENCE RESOLUTIONS -(This session should have been scheduled earlier)						
SIGNIFICANCE	1(2)	2(1)	3(3)	4(6)	5(10)	6(11)
CONTENT -(railroad job!)	1(2)	2(0)	3(4)	4(5)	5(10)	6(11)

LOW MEDIUM HIGH

2. OVERALL PLANNING AND CONTENT OF OF CONFERENCE — 1 (1) 2 (2) 3 (5) 4 (6) 5 (14) 6 (9) (Super)

3. CONFERENCE FORMAT — 1 (1) 2 (3) 3 (3) 4 (14) 5 (9) 6 (8)

4. PHYSICAL ARRANGEMENTS

- Useful aids to have available:
  - .typewriter
  - .photocopier
  - .posted list of attendees room numbers
  - .overhead projector

LODGING — 1 (0) 2 (0) 3 (0) 4 (4) 5 (6) 6 (25) -(Did not stay at CCE)

MEETING ROOM -(ind. groups would have been better service if none met in same room) — 1 (0) 2 (1) 3 (4) 4 (7) 5 (10) 6 (17)

MEALS — 1 (1) 2 (0) 3 (3) 4 (3) 5 (9) 6 (22) (Need more staffing)

5. LENGTH OF CONFERENCE; ABOUT RIGHT 29 ; TOO SHORT 1 ; TOO LONG 7 (Too many topics)
-(should allow daytime free period)(give some free time to see area)(days too long)

6. LOCATION -(Pretty but hard to get to) — 1 (0) 2 (0) 3 (2) 4 (8) 5 (6) 6 (18)
-(Once here it was super - the need to drive was exhausting)

7. WEEKDAY CONFERENCE: PREFER DURING THE WEEK 9 ; PREFER WEEKEND 18 ; NO PREFERENCE 11 . -(Depend on time of year)

8. DO YOU EXPECT TO FOLLOW UP ON SOME OF THE IDEAS THAT WERE DISCUSSED AT THIS CONFERENCE? IF SO, WHICH ONES, AND HOW?

-SEE ATTACHED-

9. HOW COULD THIS CONFERENCE HAVE BEEN IMPROVED?

-SEE ATTACHED-

10. OTHER COMMENTS OR SUGGESTIONS:

-SEE ATTACHED-

Question 8. Do you expect to follow up on some of the ideas that were discussed at this conference? If so, which ones, and how?

-IFC information - further refinement of our policies. Exemp. policies - military fathers

-Yes; adopt some of exemplary programs

-Yes; Southern Assn - through committees

-S. Assn. liason contact in Va. - share ideas with public & school folk in my region.

-Exemp. programs - renewal of enthusiasm

-Share resolution with state associations & request support from this group

-Yes

-Yes; cooperation, learning centers, standards

-Ideas for successful programs

-Yes; informal ideas gathered in group discussion programs for classes, ways to communicate with teachers, etc. Hopefully, enthusiastic momentum won't be lost by late August since this is the end of the school year.

-Yes

-Private sector funding; exemplary programs in SE, especially the Rat Reading Society; publicity ideas

-Yes; standards; censorship

-Use ideas from exemplary programs when I teach school media center administration as well as some information gained from the standards presentation and "our share of the pie."

-Intellectual Freedom - yearly update of goals and objectives; exemplary programs - adapt some of the program ideas into my media program for the next few years to change interest centers and promote more PR with administrators, teachers, art teachers, parents, students, counselors and the community.

-As an administrator my notebook & mind are filled with ideas to take back to Children's Coordinators on programs, etc. I also have specific suggestions in policy & form follow ups to Intellectual Freedom problems.

-Yes; ideas from - cooperative efforts between school & public libraries; intellectual freedom; exemplary programs

-Yes; many resource center variations from the Sunday a.m. program.

-Incorporate all new ideas in courses taught in library ed. classes. Share with other professors and local state organization membership.

-Review of selection policy & reconsideration forms

-Yes; children's programs; book club; parent participation

-Yes; outside sources of funding; common interests of school & public; programming ideas - book clubs; alot of "cross-pollination"; cooperation ideas; attitudes toward censorship.

-Yes; sharing ideas & info. with county-wide school system media staff of 95 specialists.

-Will discuss with staff of children's dept. and make some decisions

-Yes; ideas for programming, etc.

-Yes; selection policies need to be revised at my library; check on foundations in my area

-Storytelling; exemplary programs; school and public library cooperation

-Cooperation; authors; giving info. for a speaker for our state program next year

-Follow up on intellectual freedom concerns; some good program ideas

-I found the intellectual freedom/funding most helpful.

-Standards information

-Try to increase cooperative efforts locally

Question 9. How could this conference have been improved?

-More clarification of purpose, more guidance for presentors, more & clearer info. mailed out to attendees ahead of time. Fewer topics - more focus.

-Allow time for DISCUSSION of S. Assn. Stds. - We did not need history of or defense of, we know their goals, etc.

-Pacing the sessions so that participants could have had less tiring schedule; Some time to see the immediate surrounding area

-A job very well done. The map of Boone available to me upon arrival would have been very helpful had it been received in advance. A list of names & addresses/phone # of attendees in a given region would have assisted carpooling (done, "sort of," by phone by regional SELA person)

-It was excellent

-Variety of kinds of activities interspersed so no sessions require continued seated attention for longer than 1½ hours.

-By having less sitting and less lectures - there was far too much of both. More variety is needed in conference presentations. By incorporating some free time during the day Saturday. By giving Ken Donelson more time. It was appalling that he had to read his address (no criticism against him - could have been planned better)

-More use of audiovisual aids by presentors. I was "talked at" a great deal. More planning (structure) of response reaction groups. Example: Groups identify 1. Bridges to cooperation; 2. Barriers to cooperation; 3. Ways to overcome barriers; 4. Examples of successful programs. Pass out copies of the resolutions for the group to read instead of reading the resolutions to the group. If this is not possible, make transparencies of the resolutions.

-Map of Boone prior to arrival; list of state participants prior for carpooling; arrange room arrangements prior so that desk is informed of arrangements; require speakers to use microphones - some were hard to impossible to hear, alot of people interpreted "children" as the ALSC definition & some YA people I know did not attend for that reason.

-Not quite so concentrated; some free time

-Pockets in notebooks to keep information together

-A block of free time for relaxation, shopping, recreation & idea exchange.

-Frankly it is one of the best conferences I have ever attended. I liked the cross ventilation of types of people and opportunity for sharing.

-If all registrants had been advised to bring along a sweater

-[illegible]ave loved to go to Alice's house during the day to enjoy the [illegible] - cookout at noon Saturday?

-Better organization; better control - state assignments makes for difficult coordination and quality control; disc. groups needed more structure, more specific question to address.

-Workshop format - less long speeches; provide free time during day

-Too much was packed into the time span for the conference. More time for breaks and sightseeing should have been allowed.

-Need at least one pocket of free time - say 2 hours or an afternoon.

-This has provided a much needed firing up offer

-Shorter sessions; more frequent breaks; scheduled time to enjoy the beautiful environment

-Give free time to visit the area

-Better communication to participan s prior to conference

-To have had less sitting time; a day that ran 7:30 - 5:00 instead of 7:30 - 10:00

-Needed a little free time for sightseeing - your area is beautiful

-Much of information presented by state might have been of more relevance to a greater number of people, if it had been planned across state libraries. It is trying to be in the mountains for a weekend, and not be able to see them.

-Having constant and continued speakers/program - grew weary, breaks of a longer length would have been nice

-Solid content; goals well achieved but could have allowed more flexible scheduling for breaks

-Publicize earlier/have earlier in budget year; wider selection of participants from some states Virginia's, Alabama

Question 10. Other comments or suggestions:

-Make copies of resolutions available for informed discussion

-Too much sitting - sessions too long. Need (at some time) a time for sharing information and techniques on microcomputer programs.

-More variety needed in presentations, more time needed for Dr. Donelson

-I particularly enjoyed meeting & talking to people from other regions/library situations & Gail Haley. The greater amount of notice time, the better. As building level person I plan admin. leave for a school year at a time. I must be considerate of my school & my profession. For this trip, no sub was available - my aide covered last day of "normal" library wage for me & made final preparation for inventory by herself.

-Let's do it again.

-2-3 hours free time to recomp & to see area

-Very good conference - planned & executed by people who obviously care very much about facilitating growth and development in the area of children's services. Conferences such as this, with a built-in cross section of professionals, foster understanding and can lead to increased cooperation in meeting children's needs; school libraries & public libraries in communities' children. Obviously the two agencies should work together for the common good of the children. Handouts & documents are a plus. Enjoyed the visit to Dr. Naylor's home - Gail Haley was super!!

-It would have been nice to have had background (legal a[illegible] for non-lawyer on cooperation between/among governmental agencies, and [illegible]vate agencies. Legal problems seem to present a barrier to cooperation donating discarded/ weeded books to public agencies. Can this or similar things be done within the law. The session on standards should have talked about how we (librarians) can change and influence the standards as well as how we can use the standards to improve programs. Saturday afternoon programs were excellent! Excellent local accommodations were really appreciated.

-The 1st workshop (YA) was disappointing. I thought info. would be given rather than just another group discussion. I would have liked more to have changed groups to be able to meet more people as well as meeting in delegations of types of library and state. The best part of the conference was the informal talking with others and sharing ideas in between meetings. Gail Haley was a surprising added bonus. I really enjoyed the conference. The center is a delightful & ideal place to have the conference. June is already a bad time for school librarians; it was really difficult for me to be permitted to come. Going until 12:30 p.m. on Sunday makes getting home on Sunday really late, 1 p.m. is too early to get here in one day, 3 p.m. would have been better. The idea of receiving copies of the speeches is great.

-Highly informative; well planned

-Conference well planned & carried out. Having print out of presentors comment is an excellent idea. Good sharing of ideas from many types of librarians.

-Food & university are fantastic!

-Overall an excellent conference that showed planning, creatively and a "huge amount" of cooperation.

-This was an outstanding, friendly and hospitable conference. It was of high quality and very well done for a first effort. Hats Off To You All!!!

-I don't know if this could have been possible - but I would have liked a little while to tour Boone. The conference was too vital for me to play hookey. Congratulations! & Thanks! Diana, Bonnie, Leonard.

-Excellent planning resulted in a meaningful conference! The planned program was enriched by the informal, interpersonal exchanges with the talented, involved participants in this invitational conference.

-Excellent! Effective format. Hope proceedings can be published.

-I would have appreciated the use of more visuals during the conference. The A-V presentations during the "Exemplary Programs in the Southeast" meeting were excellent.

-Enjoyed this conference!

-Regional identification was fantastic - will help in any way for SELA to continue on this course to play an important note & fulfill a great need in the southeast.

-Too much crammed into such a short time

-To provide more hands-on examples of forms used at other libraries

-Enjoyed conference

-Great!

-I didn't understand the "hows" of the resolutions and feel that these were a basic goal of the conference. Much of information presented was very basic.

-Good ideas for a seminar but could have been done better. Many times things were repeated which was not necessary.

-An overall excellent conference!

-There was a lot of distracting noise in next meeting room; give specific map; cost of conference was vague; needed better clarification of what the small groups were supposed to be doing - sometimes just talked other times worked